

1 Czy pamiętasz nazwy przyborów szkolnych? Wykonaj zadania a–c.

- a) Połącz kreskami fragmenty wyrazów, aby powstały nazwy przyborów.
Uwaga! Niektóre nazwy składają się z dwóch wyrazów.
- b) W środkowej kolumnie napisz nazwy przyborów szkolnych.
- c) W pustej ramce narysuj te przybory.

1 shar ^ pe ^ ner	<u>sharpen</u> er	
2 ru ^ ler	_____	
3 felt- tip ^ pen	_____	
4 cray ^ on	_____	
5 sti cky ^ ta ^ pe	_____	
6 glu ^ e ^ sti ^ ck	_____	
7 no ^ ti ^ ce ^ board	_____	
8 ge ^ l ^ pen	_____	

1 Wykonaj zadania a–c.

- a) Powiedz głośno dźwięki **b** i **d**.
- b) Zakreśl w ramce po prawej stronie:
- wyrazy z literką **b** na niebiesko,
 - wyrazy z literką **d** na czerwono.
- c) Przeczytaj te wyrazy na głos.

book	kind	friend
Ruby	doctor	old
big	dog	

2 Przeczytaj tekst i wykonaj zadania a–d.**Flags of the world**

Red, white and blue are popular colours for flags.

The flags of the United States of America (the USA), the United Kingdom (the UK), and France are all red, white and blue. Other popular colours are black, yellow and green. The flag of Germany is black, red and yellow. The flag of Italy is red, white and green.

Some flags have symbols. The blue and white flag of Argentina has a yellow sun on it. The red and yellow flag of Spain has a royal symbol on it.



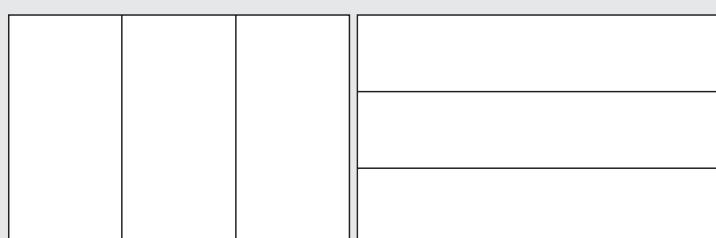
- a) Zakreśl w tekście powyżej:

- wyrazy z literką **b** na niebiesko,
- wyrazy z literą **d** na czerwono.

- b) Przepisz te wyrazy.

world,

- c) Przeczytaj te wyrazy na głos.
 d) Pokoloruj flagi i opowiedz o nich.



France

Germany

1 Przeczytaj opis. Wykonaj zadania a i b.



This is Daniel.
 He's my friend.
 He's in my class.
 He's 10 years old.
 He's from Spain.
 Daniel is friendly,
 helpful and kind.



a) W tekście powyżej podkreśl różnymi kolorami:

- imię chłopca,
- wiek,
- nazwę kraju,
- cechy charakteru.

b) Uzupełnij tabelę podkreślonymi wyrazami.

Name	
Age	
Country	
Character	

2 Wykonaj Project 2 ze str. 31. podręcznika.

Pracuj według planu poniżej.

Plan pracy:

- 1 Użyj tekstu z ćw. 1. jako wzoru.
- 2 Wpisz do tabeli obok informacje:
 - imię kolegi lub koleżanki,
 - wiek,
 - kraj, z którego pochodzi,
 - 3 cechy charakteru.
- 3 Opisz kolegę lub koleżankę pełnymi zdaniami:
 - zaczni od *This is* i napisz imię osoby,
 - jeśli to dziewczyna, zaczynaj kolejne zdania od *She's*,
 - jeśli to chłopak, zaczynaj kolejne zdania od *He's*.

Name	
Age	
Country	
Character	

Unit 2

Vocabulary consolidation**1****Type of activity:** Spelling.**Organisation:** Individual work.**Time:** 15 minutes.**Preparation:** Copy one worksheet per SEN student.**To use:** After Lesson 3.**INSTRUCTIONS**

- Ask the students to name as many classroom objects as they remember from Lesson 3 of their Student's Book. Point out there are 8 objects (*ruler, sharpener, crayon, sticky tape, noticeboard, felt-tip pen, gel pen, glue stick*). Each time they name an object, ask them to mime it.
- Hand out the copies of the worksheet. Explain that the names of the 8 classroom objects have been written as blocks of letters. Some consist of two words. Ask the students to connect the 'blocks' of letters into words. They should then rewrite the complete names in the middle. The lines indicate whether the name consists of one or two words. Talk the students through the example first.
- Monitor the students' work. When they have finished, ask them to draw pictures of the objects next to the names.
- Extension: The students cut off the column consisting of separate letters and cut up the names and the drawings into separate cards. They mix the cards separately and match the drawings and the words. They may exchange their words and drawings with another student and repeat the activity. Next, they may play *Memory* with a classmate, by placing the mixed up cards face down and turning them over two at a time to find a pair.

KEY

- | | | | |
|---------------|--------------|----------------|-----------|
| 1 sharpener | 2 ruler | 3 felt-tip pen | 4 crayon |
| 5 sticky tape | 6 glue stick | 7 notice board | 8 gel pen |

Unit 2

Reading, Lesson 7**1 and 2****Type of activity:** Letter recognition.**Organisation:** Individual work.**Time:** 10 minutes.**Preparation:** Copy one worksheet per SEN student.**To use:** With lesson 7.**INSTRUCTIONS**

- Hand out the copies of the worksheet and point to Activity 1. Focus the students' attention on the pronunciation and spelling of **b** and **d**. You may wish to take a mirror to class in order for students to observe that when we make a **b** sound, our lips form a line, so that this letter starts with a line (followed by a circle). When we make a **d** sound, our lips are open, forming an oval, i.e. they form a circular shape, so that the letter starts with a circle and is followed by a line.
- Ask the students to read the words taken from Unit 1 and Unit 2. Their task is to circle the words in blue or red, depending on the sound the word contains. Next they read out the words, paying special attention to the pronunciation of the letters.

2**Type of activity:** Reading comprehension.**Organisation:** Individual work.**Time:** 25 minutes.**Preparation:** One worksheet per SEN student – Use the same worksheet as in Activity 1 above.**To use:** With lesson 7.**INSTRUCTIONS**

- Ask the students to listen and read the text. Use the recording from the Class CD for Activity 1 in Lesson 7. Pause after each paragraph of the comprehension questions, eg. *What are some of the most popular colours for flags? Which countries have flags which are red, white and blue? What are the colours of the flag of Germany/Italy? Which countries have symbols on their flags?*
- Next, the students do task a and circle all the words containing letters **b** and **d**, using blue and red respectively. Check the answers and move on to task b. If a word is repeated in the text, the students should copy it just once. Next, they practice reading the words out loud, paying attention to the pronunciation of **b** and **d**.

- The students then complete task d and colour in the flags, using information in the text. Check the answers and elicit oral descriptions of the flags.

KEY

a and b: the words including **b** and **d** are highlighted:
(podświetlić na szaro wyrazy zaznaczone w tekście)

Flags of the world

Red, white and blue are popular colours for flags. The flags of the United States of America (the USA), the United Kingdom (the UK), and France are all red, white and blue. Other popular colours are black, yellow and green. The flag of Germany is black, red and yellow. The flag of Italy is red, white and green.

Several flags have symbols. The blue and white flag of Argentina has a yellow sun on it. The red and yellow flag of Spain has a royal symbol on it.

piece of paper. Walk around the classroom, monitoring the students' work and providing help.

- Display the finished projects around the classroom. The students can then present their projects orally. If they chose a classmate for their description, this person may wish to agree or disagree with the description of their character.

KEY FOR ACTIVITY 1:

Name	Daniel
Age	10
Country	Spain
Character	friendly, helpful, kind

Unit 2**Grammar summary.
Guided writing and Project 2****1 and 2**

Type of activity: Reading comprehension, writing a text.

Organisation: Individual work.

Time: 25 minutes.

Preparation: Copy one worksheet per SEN student.

To use: With Project 2, Grammar summary.

INSTRUCTIONS

- Hand out the copies of the worksheet. Ask the students to read the description in Activity 1. You can read the sentences out loud as they follow the text. After each sentence pause and ask relevant questions: *What's the boy's name? How old is he?* etc. The students then complete task a, underlining the words in different categories with different colours.
- The students then copy the underlined words into the correct category in the table.
- Together with the students read the instructions for Project 2 on page 31 in the Student's Book. Then go through the action plan in Activity 2 with the students, explaining anything that is unclear.
- Make sure the students follow the action plan when preparing their project. They should complete the table. They may wish to take notes or write the first draft. Finally, the students write their project on a separate