

### Unit 1

#### Lunch is ready!

##### Get ready

- Make copies of the worksheet (1 copy per class). In classes with more than 20 students, make one copy extra of the worksheet.
- Cut out all the 'Lunch' and 'Picture' cards. Prepare six desks.
- Choose 6 students to be cooks and give each cook one 'Lunch' card.
- Give out the 'Picture' cards to the rest of students (if the class is small, some children will receive more than one card).

##### How to play

- Tell the cooks that they are going to go around the classroom in order to collect the products needed to prepare the lunches on their lists. Explain to the rest of the students that they are going to give away their products once they are asked about them.
- The prompts that students need to use: *Have you got ... ?; No, I haven't.; Yes, I have.; Here you are.; Thank you.*
- When the cooks have collected all the products on their lists, they put them on one of the desks, stand next to it and say: *Lunch is ready!*
- The rest of the students walk around the desks to see what each cook offers, then they try to remember two lunches that they would like to have and return to their seats. Set a time limit of eg 1 minute.
- Explain that now each cook will choose a person to ask him/her what he/she would like for lunch. The chosen person needs to choose only one lunch that he/she would like to have and list all the three food items in the lunch from memory.
- The first cook chooses one person and asks *What would you like?*
- The chosen student lists three food items and if they match with what the cook has to offer, the lunch is 'served' and the cook whose lunch has been 'served' returns to his/her desk. If not, another cook takes over asking *What would you like?*
- Set a time limit for the game or continue until all the cooks return to their seats.

### Unit 2

#### Shopping!

##### Get ready

- Make copies of the board (page 24) and the 'Shops' (page 25) cards (1 board and 1 set of cards per group of 4 students).
- Cut out the 'Shops' cards and put them face down in a pile on the board.
- Prepare a dice and 4 counters for each group.
- Tell the students that they are going to play a board game in small groups of 4 (or 3 if need be), and hand out the boards with the 'Shops' cards.

##### How to play

- Ask the players to place their counters on the START square.
- The first player in the group throws the dice and moves his/her counter forward as many squares as there are dots on the dice.
- If a player lands on a square with a question, he/she has to give an answer. If the answer is correct, the player stays on the square. If not, he/she returns to his/her previous square.
- If a player lands on a SHOPPING! square, he/she becomes a customer and the remaining players turn into shop assistants.
- Each shop assistant takes one 'Shop' card from the pile and keeps it a secret. The cards show the players the shops that they work in during this round of the game.
- Inform all the players that now they will act out dialogues in the selected shops. Write an example conversation on the board (and refer the students to the Student's Book, page 22).

**Customer:** *Good morning.*  
**Shop Assistant:** *Good morning. Can I help you?*  
**Client:** *I'd like ..... , please.*  
**Shop Assistant:** *Sorry, there aren't/ isn't any ..... / Yes, of course. Here you are.*  
**Customer:** *What a pity. / Thank you.*

- Explain the following rules:
  - The customers mustn't ask for the same thing. If they do, they miss a turn on the board.
  - If the shop doesn't sell the product, the customer goes to another shop and the shop assistant returns the 'Shops' card to the bottom of the pile of cards.

- If the shop sells this product, the shop assistant hands over the 'Shops' card to the buyer.
- If the customer manages to collect at least one 'Shops' card, he/she can stay on the shopping square. If not, he/she returns to his/her previous square.
- Set a time limit of a minimum of 15 minutes.
- The winner is the player who collects most cards in the time scheduled for the game.

## Unit 3

### What time do you get up on Saturday?

#### Get ready

- Make copies of the worksheets (1 copy per one student).
- Give each student one table.

#### How to play

- Get students to look at the pictures and complete the phrases with the correct verbs. Check the answers with the whole class:
- 1** get **2** have **3** brush **4** get **5** have **6** watch  
**7** have **8** do **9** play **10** look **11** meet **12** go
- Tell them to complete the 'you' columns with information about themselves.
  - Students ask and answer questions in pairs in order to find out the missing times in the 'your friend' columns.
  - Prompt students to use proper questions: *What time do you ... on Saturday?* and full answers: *I get up at half past nine.*
  - Put students in groups of four.
  - Ask them to take it in turns talking about their partner's daily routines eg *Kasia gets up at half past seven.*

## Unit 4

### I have to tidy up!

#### Get ready

- Make copies of the picture cards (1 set per pair of students).
- Cut up the cards and divide them into two sets: 'Places' and 'Housework'.
- Add the cards with the tick signs to the 'Housework' set and shuffle the cards.
- Put students into pairs. For each pair, give one set of cards to one student, and the other set to the second student. If there is a group of three, distribute the cards from the 'Housework' set among two of the students.

#### How to play

- Ask the students to look at their cards and to say what places or housework are represented by the illustrations.
- Tell students that they are going to invite their friends to visit the different places shown on their cards and to accept or decline the invitations (for the latter, explaining they have some chores to do).
- Elicit and write on the board phrases for inviting and accepting or declining invitations: *Let's go to ...*, *Why don't we ...*; *Great idea! That sounds good/great*; *Sorry, I can't. I have to ...*
- Tell students to keep their cards face down from now on.
- The student with pictures representing places starts the conversation. He/She pulls out a card from his/her set and invites the other student to eg a skate park.
- The other student draws a card from his/her set and reacts to the invitation. If the card shows housework, the student has to refuse by saying: eg *Sorry I can't. I have to do the washing-up.* If the card shows the tick sign, the student has to accept the invitation by saying: eg *That sounds good.*
- Tell students to put the cards that they have used at the bottom of their sets.
- The game is over when one of the students accepts three invitations (ie draws three cards with tick signs).
- If there is still time, tell students to shuffle the cards, change roles and play the game again.

### Unit 5

#### Saturday at Grandad's

##### Get ready

- Make copies of the pictures (1 picture per student).
- Cut out the copies, and put students into pairs.
- Give out the pictures: one picture to Student A, and the other one to Student B.

##### How to play

- Explain to students that their task is to find out the names of all the people only by asking two questions which are on their pictures: *Where is/are ...?* *What is/are ... doing?*
- Tell students to keep their pictures secret.
- When students finish, ask them to compare their drawings to check if they have all the names correct.

### Unit 6

#### Join our club!

##### Get ready

- Make copies of the worksheet (1 copy per class). In classes with more than 21 students, make one copy extra of the worksheet.
- Cut up the cards and put them on your desk face down in two piles: 'Youth Clubs' and 'Candidates'.
- Ask students to come up to your desk and take one card from each set interchangeably, ie one student draws a card from the 'Youth Club' set, and then another student draws one from the 'Candidate' set. Make sure that everyone has got one card.

##### How to play

- Explain to students that their task is to act out conversations at different youth clubs.
- Tell the students with the 'Youth Club' cards that they are representatives of the given clubs and their job is to give information to the candidates.
- Tell the students with the 'Candidate' cards that they must go around the class and visit various youth clubs and find at least two which they would like to join. They also have to fill in their cards with the necessary information.

- Make sure that the candidates understand that some clubs offer their classes at the same time, and that they should only accept offers that they really like. Remind the students with 'Youth Club' cards to note down the candidates' names.
- Elicit phrases used for giving and getting information at a youth club (centre) from students. Write on the board the beginning of a conversation: *Good morning. This is Dream Club. How can I help you?* If necessary, let students refer back to their student book on page 72.
- Set a time limit and when it is over, ask students to return to their seats.
- Time permitting, ask students to talk about their plans for the upcoming week.

### Unit 7

#### How was your holiday?

##### Get ready

- Make copies of the worksheets (1 copy per pair of students).
- Cut out the copies and put students into pairs.
- Give out the tables: one table to Student A and the other one to Student B.

##### How to play

- Ask students to imagine that they were on holiday abroad. Elicit some of the possible destinations.
- Explain to students that they are going to talk in pairs about a true or imaginary summer or winter holiday.
- If necessary, do some vocabulary revision. Elicit the names of summer and winter months and activities that people can do on holiday. Revise the vocabulary for common features of a holiday house (eg *small, dirty, clean, new*), other adjectives (eg *amazing, great, fantastic*), and prepositions of place (eg *in the middle of, next to, between* etc.).
- Ask students to look at the first column in the tables and give them some time to complete the questions with the correct forms of the verb *be*. Check the answers with the whole class.
- Tell students to fill in the second column about themselves.
- When ready, get student pairs to ask each other the questions about their holidays and to write the answers in the third column.
- As an extension task, ask students to write a short paragraph about their friend's holiday.

## Unit 8

### Hear and say!

#### Get ready

- Make copies of the worksheets (one copy per 6 students).
- Put students in groups of three.
- Cut up the role cards and give each group one set (either Set 1 or Set 2).

#### How to play

- Tell students that they are going to create, in turns, sentences in the past simple tense using the words and the dates on their cards.
- Remind them how to read the dates. Write a few examples on the board.
- Ask the students with the 'Start' card to begin the game.
- The other students in the group listen carefully to the date and search for it in the 'Hear' column on their own cards.
- The student who has the date on his/her card which has been mentioned by the previous player takes over and reads the sentence next to this date in the 'Say' column on his/her card.
- Monitor the students and correct them during the game if necessary.
- The game continues until the players get to the 'Finish'.
- Distribute the second set of cards if there is still time and start the game again.

## Unit 9

### Talking crosswords

#### Get ready

- Make copies of the worksheets (1 copy per pair of students).
- Put students in pairs.
- Cut up the worksheets in half and hand out the crosswords.
- Ask students to keep their crosswords secret from their partners.

#### How to play

- Explain to the students that their task is to complete their crosswords only by asking each other for clues. Point out that they mustn't use Polish nor reveal the wanted words.
- Give an example and let the students guess the word you describe: *What's number 7? It's a big car.* Wait for the correct answer and confirm *Yes, it's a lorry.*
- Tell students to ask each other for clues in turns. Encourage them to use various linguistic means (definitions, synonyms, antonyms etc) as well as gestures and objects around them.