

Aims**Vocabulary:** countries and continents**Listening:** for detailed information (rules of playing a game)**Speaking:** naming continents and guessing the countries**Reading:** for detailed information (descriptions of a country)**Lead-in**

Ask your students to look at the picture of the world and tell you what countries (and/or continents) they can see. Allow them to say the countries and continents in Polish.

After exercise 1 **Extra practice 1**

Tell your students to look at the vocabulary list of continents from exercise 1 in their notebooks. Ask them to underline the stressed part of each word.

Answers:

Europe, Asia, Africa, Australia, North America, South America, Antarctica

After exercise 2 **Extra practice 2**

Put your students in pairs and tell them to test each other on the countries in exercise 2.

Example:

Student A points to Canada.

Student A: *What country is this?*

Student B: *Canada.*

**Phonics Rap**

1.03 Practise the rap by switching off the audio at random moments as the students are singing it; see if they can continue without the audio. When you have done this a few times, hand over control of the audio to a student who should then do the same.

Before exercise 5 **Extra practice 3**

Ask your students to scan the text (read through it quickly) and to find and point to:

- all the continents mentioned in the texts;
- all the capital cities.

**Life skills: Internet safety**

Ask your students to tell you what 'information about yourself' actually means. Ask the students if they think it is safe to post the following information on the Internet:

- Your name?
- Your address?
- Your photo?
- Your hobbies?
- The country you live in?
- The name of your school?
- Your favourite band?

Exercise 7

After eliciting the rules of the game, choose some students to demonstrate the task for the rest of the class. Encourage them to use English to make the game more successful and useful.

**Around the world**

Option 1 (5 minutes): Ask the students to feedback their answers to you. Then put them into groups of 2–3 and ask them to discuss some traditional Polish clothes. Ask the groups to share their ideas with the class.

Example:

Some men in the mountains often wear black hats.

Option 2 (10–15 minutes): Read the question with the students and explain to them that they are going to watch a video about traditional clothes from around the world. Play the Unit 1 video from **Brainy klasa 5 DVD** or use the QR code from **Brainy klasa 5 Workbook** (page 92). Write the target vocabulary from the video on the board. Ask the students to pay attention to which country's clothes are represented in the video, e.g. *trousers dress headscarf hat fan dress jacket hat boots*

Answers: dress, fan – China; boots, trousers, jacket, hat – Canada; headscarf – Egypt

Option 3 (45 minutes): Tell your students to open their workbooks on page 92. Follow the instructions in the DVD teaching notes for Unit 1 (staffroom.pl).

Happy goodbye

Play a spelling game with the class. Ask one student to name a country or continent from this lesson. Tell the rest of the class to spell the word out loud. You could also do this as a team competition if you want.

Homework

Workbook, page 8

Aims

Grammar: verb *be*: affirmative, negative, questions and short answers; *wh*-questions

Reading: for detailed information (interview)

Speaking: asking and answering questions about where a family is from (3rd person singular)

Writing: an interview about a real or invented family

Optional materials: sticky notes – one for each student (Grammar app), posters of famous imaginary families, e.g. The Flintstones, The Simpsons, Monsters Inc., the Smurfs, Tom and Jerry (for exercise 6)

Dyslexia tip – remembering grammar

Encourage the students to use colour in their notebooks in order to make the verb forms easier to remember.

Lead-in

Put your students into pairs and tell them to name the six countries from the previous lesson with their partner.

Before exercise 1

Play track 1.06 and ask the students to listen to the names of the countries. Encourage them to write down as many names of the countries as they can. Check as a class.

Exercise 1

If your students found this exercise challenging, put the answers on the board for reference during the lesson.

G Grammar app

Give each student a sticky note which they can cut up to cover single words in the Grammar app. When they finish copying Grammar rap after exercise 1, tell them to cover random grammar words from the app and ask a partner what's missing.



BRAINY RYAN

VIDEO 1

Workbook page 9

After exercise 2 **Extra practice**

Tell your students to check their Grammar apps with the Grammar Summary on page 19. Then put them into groups of three. Have Student A read a sentence from the Grammar app and leave out the verb. Then the other two students in the group should listen and tell Student A the missing verb form.

Where ... he from?

is

After exercise 4 **Fast finishers**

Tell any fast finishers to highlight / underline all the verb forms from exercise 4 in their notebooks.

Before exercise 6 **Skills note – Writing**

Brainstorm some famous characters. Write them on the board to inspire students and also remind them that they can invent information about those characters and their families. Put some posters (of e.g. The Flintstones, The Simpsons, Monsters Inc., the Smurfs, Tom and Jerry) up in the classroom to help them get inspired.

Happy goodbye

Put your students into groups of four or five. Tell Student A to think of a continent and make each letter of that continent with the shape of their hands and fingers. The other students in the group should watch and figure out the continent.

Homework

Workbook, page 9

Aims

Vocabulary: seasons and weather (*Świat przyrody: pogoda, pory roku*)

Listening: for detailed information (identifying weather in four dialogues)

Speaking: asking and answering questions about the weather

Optional materials: sticky notes for students to draw weather icons (ten for each group of five students); flashcards 1–14

Lead-in

Check what weather vocabulary your students are familiar with by saying some of the 'weather' words and telling the students to mime what they represent.

Example:

HOT (students fan themselves);

WET (students mime rain falling with their fingers)

»» After exercise 1 »» Vocabulary flashcards

Write all the 'weather' words on the board in jumbled order. Add the four seasons at the top of the board. Prepare the flashcards. Get a volunteer student to come to the board. Give him/her a vocabulary flashcard and ask him/her to put it in the correct place on the board. Then ask him/her to draw a line joining the weather word with the flashcard and the corresponding season. Continue until the board is a mass of lines (use colour to distinguish between the words of each season) with different students coming to the board.

»» Before exercise 2 »» Extra practice 1

Ask your students what the weather is like today.

»» Before exercise 4 »» Extra practice 2

Put your students into groups of five. Give ten sticky notes to each group and get them to copy the pictures in exercise 4, one icon for each sticky note. When the students listen for the first time, get them to work in their groups to place the sticky notes with the icons on the table in front of them in the order in which they hear the 'weather' words.

Joke

What's that special Scottish word for when it's cold, grey and rainy?

Summer.

Happy goodbye

Finish the lesson by asking your students to close their eyes and relax. Tell them to imagine they are on an island. It's warm and sunny. It isn't cold. It's summer. You can hear the birds and the sea. Breathe in and out deeply together five times and then they're ready to leave the class!

Homework

Workbook, page 10

Aims

Grammar: verb *have got*: affirmative, negative, questions and short answers

Reading: for detailed information (comic strip about Sporty Sue)

Writing: text messages

Lead-in

Before opening the coursebook at lesson 4, ask your students to name all the sports they can think of. Make a list on the board. Tell the students to look at the comic strip in lesson 4 and then check if the sport that Sporty Sue is doing (running/jogging) is on the list. If it is on the list, circle it. If it's not there, add it to the list.

▶▶ **After exercise 1** ▶▶ **Act it out**

As a class, think of ways of miming the actions in the comic strip together. When you have all decided, divide the class into four groups to be the four characters in the story – mother, father, nurse and Sporty Sue. Play the audio of the comic strip and tell the students to mime the actions from the story as they listen along. Have the groups take turns coming to the front of the class to perform the story.

Useful!

Mime the actions of each phrase and tell your students to guess it, e.g. look at your watch (for 'it's time for'); wave (for 'see you later'); and put your hand to your mouth in shock (for 'oh no, not again!'). Put them into groups of three to do the same – Student A mimes one of the three phrases while Student B and Student C guess, etc.

BRAINY fact

What's the strongest wind ever recorded?
The current record (2017) for the strongest measured wind gust, not including tornadoes, occurred in Australia during Tropical Cyclone Olivia in April 1996. There were five extreme three-second wind gusts, the strongest gust reached 408 km/h.

▶▶ **After exercise 2** ▶▶ **Grammar in context**

Put your students into pairs (perhaps a stronger student with a weaker one) to find examples of the affirmative, negative and question forms of *have got* in the comic strip.

G Grammar app

Tell your students to copy the Grammar app into their notebooks and use different colours for the different forms – affirmative green, negative red and questions blue.



BRAINY RYAN

▶ **VIDEO 2**

Workbook page 11

▶▶ **After exercise 3** ▶▶ **Extra practice**

Tell your students to circle all the contractions of *have got* in their app in their notebooks.

◀◀ **Before exercise 4** ▶▶

Put all the *have got* forms on the board for your students to use as a reference while doing exercise 4.

Fast finishers

Ask any fast finishers to get into pairs or groups and tell them to check their answers in exercise 4 together.

Dyslexia tip – organising writing

Help your students organise their writing in exercise 6 by gap-filling the sentences in numbers 1, 2 and 3. Give a little less help with each message:

- 1 It's _____ and _____ here, and I _____ a sweater.
- 2 It's _____ and _____ here, and ...
- 3 It's ...

Fast finishers

Tell your students to draw their own selfie to the text message they have just written in exercise 6.

Happy goodbye

Put your students into groups of four or five. Tell each student to draw a picture of the weather **IN SECRET!** Have Student A cover his or her weather picture. Then they slowly reveal it to the others who then guess the weather he or she drew. Student B then does the same slow reveal. Continue until all students in the group have shown their weather pictures.

Homework

Workbook, page 11



Aims

General aims: revision of vocabulary (countries and continents, seasons and weather) and grammar (verbs: *be* and *have got*) from lessons 1–4

Special aims: interpreting weather icons, spacial thinking (recognising the continent outlines, finding the way out of the maze), noticing (Sporty Sue's tasks), recognising flags

Lead-in

Ask your students to draw a symbol in their notebooks for *hot*, *cold* and *windy*. Then see who can draw the most similar symbol to the ones used in exercise 1.

Exercise 1

Tip: Remind your students of the meaning of the weather symbols before starting the exercise.

▶▶ After exercise 1 ▶▶ Extra practice 1

Tell your students to draw the symbols in their notebooks for the weather today in Poland. Ask them to get into pairs, swap their notebooks and then write what the weather is like according to the symbols written by their partner.

Exercise 2

Tip: Tell your students that some of the outlines of the continents are upside down.

Exercise 3

Tip: Write the beginning of the sentences for the descriptions on the board.

It's in _____. It's got a _____,
_____ and _____ flag.

Exercise 4

Tip: Tell your students to work in pairs and help each other to find the boy.

▶ Before exercise 5 ▶ Extra practice 2

Tell your students to look at all the symbols in the puzzle and say the weather for each one before listening. This will prepare them for what they are about to hear.

BRAINY fact

Put the continents in order according to size:
Asia / Australia / Antarctica / South America /
Europe / North America / Africa.

Answers:

Asia / Africa / North America / South America /
Antarctica / Europe / Australia

Encouragement note

Tell your weaker students to practise naming the continents with their coursebook, e.g. in bed at night. Tell them to test their parents and siblings too.

Happy goodbye

Ask one student to say one type of weather. The other students should then stand up, listen and mime it.

Homework

Workbook, page 12

Aims

Functions: asking for help, asking about the meaning of words, saying thank you

Speaking: acting out dialogues using the functions of the lesson

Optional materials: Polish-English dictionaries, English-Polish dictionaries (for exercise 4)

Lead-in

Write a word in English on the board that your students will not be familiar with. Ask about the meaning of the word *What does _____ mean in Polish?* See if the students can help each other with the answer. If not, you can give it to them.

After exercise 1 Extra practice 1

Tell your students to choose one of the three dialogues and copy it into their notebooks. When they finish, tell them to try to memorize the dialogue and practise it with a partner.

After exercise 2 Extra practice 2

When your students have written the answers in their notebooks in English, tell them to repeat the exercise but from English to Polish – this time, have them ask their partner: *How do you say ... in Polish?*

Exercise 4 Extra practice 3

Distribute the dictionaries. Put the words from exercise 4 on the board in mixed order. Tell your students to work in groups. If they find the translations, ask them to put them on the board next to the English words.

After exercise 4 Fast finishers

Ask any fast finishers to work together to spell the words from exercise 4 to each other.

After exercise 5 Extra practice 4

Tell your students to work in pairs and think of one word (an adjective, nationality or weather) in Polish. Tell them to use their (Polish-English) dictionary to look the word up in English. Write all the words in English on the board. Tell the students to stand up and ask others in the class, using the same dialogue as before, about the meanings of the new words in English. Remind them to say *I'm sorry, I don't know* if necessary.

Happy goodbye

Play *Hangman* with one or two of the words from this lesson on the board.

Homework

Workbook, page 13



Aims

- Culture:** Geography: weather in different places
- Reading:** for general understanding and detailed information (a webpage about the weather around the world)
- Listening:** for detailed information (matching speakers with places)
- Writing:** describing weather

Lead-in

Ask your students to tell you the names of hot, wet and cold places they know in the world before opening their coursebooks.

➤➤ **After exercise 3** ➤➤ **Extra practice 1**

Put your students into groups of four or five. Tell the students to write their answers to exercise 3 in their notebooks as quickly as they can – the first group that finishes writing their answers perfectly is the winner.

➤➤ **After exercise 4** ➤➤ **Skills note – Listening**

Write the places from exercise 4 on the board. Tell your students to work in pairs. Tell them to ask each other about the weather in all these places *What's the weather like in _____?*

- 1 Southern Argentina in winter (Well, it's a bit cold in the day and it's freezing at night.)
- 2 The middle of the tropical rainforest in Brazil (It's always hot in the day. But it isn't hot at night – it can be very cold at night – zero or minus one!)
- 3 The Sahara (It's always hot in the day. But it isn't hot at night – it can be very cold at night – zero or minus one!)
- 4 England in summer (It's often warm and sunny, but it can be a bit cold at night.)

Example:

Student A: *What's the weather like in southern Argentina?*

Student B: *It's a bit cold in the day and it's freezing at night.*

Exercise 5 Discover more!

If your students have trouble thinking of where to write about, tell them they can ask their family at home about the weather in the countries / places they have visited.

Tell your students they can also look for information about the weather in different places around the world on these websites:

- weather.com
- www.accuweather.com

Tell your students they can find information more easily if they use these search words:

weather in ... / summer in ... / temperature in Australia

Write this model with gaps on the board and tell your students to copy it and use it as a basis for their writing.

*In ... (place) in ... (continent), it's always ... and sometimes ...
At night, it's often ...
In the day, it's ...
In winter, it can be ... and ...
In summer, it can be ... and ...*

BRAINY fact

Which is colder? The North or the South Pole?

Answer:

They are both equally cold!
Both the Arctic (North Pole) and the Antarctic (South Pole) are cold because they get very little direct sunlight. The Sun is always low on the horizon, even in the middle of summer. In winter, the Sun is so far below the horizon that it doesn't come up at all for months at a time. So the days are just like the nights – cold and dark.

Happy goodbye

Say the names of the places from this lesson. Elicit the weather there (Argentina – freezing, snowy / Brazil – hot and wet / Sahara – very hot and very cold at night / England – warm and sunny, a bit cold). Tell the students to all say at the same time one place they would like to go.

Homework

Workbook, page 14

Aims

Revision of lessons 1–6: vocabulary, speaking and grammar in a variety of controlled practice exercises

Optional material: pieces of paper A4 format (for Dyslexia tip)

Lead-in

Tell your students to find any names of characters on this page as quickly as they can. (Answer: Adam, Lisa, Tom).

Freddie and Freda note

Tell your students it's time to try and get a prize again this lesson. Tell them to check the spelling of their answers carefully to improve their mark. Allow the students to check each other's work too.

★ Star rating

Explain to your students that there are two more difficult exercises in the revision workout (exercises 4 and 7) and that's why they get two points for each correct answer.

Before exercise 2 **Extra practice 1**

Tell your students to work in pairs and tell each other the meaning of the symbols before they write them in their notebooks.

After exercise 4 **Extra practice 2**

Tell your students to repeat the dialogue two or three times with different partners and try to do it from memory without their notebooks.

After exercise 5 **Extra practice 3**

Put your students into pairs. Have Student A read the text in exercise 5 to Student B, leaving the gaps for the verb forms. Student B should listen and provide the missing words. Have them switch roles when they have finished.

After exercise 7 **Extra practice 4**

Draw another student similar to those in exercise 7 on the board with their age, name and an animal – but cover up these three pieces of information with a card, one by one. Have the students ask you questions using *be* or *have got* to guess the missing age, name and animal.

BRAINY fact

What is the lowest (coldest) temperature recorded?

A: minus 89 degrees Celsius

B: minus 190 degrees Celsius

C: minus 20 degrees Celsius

(Answer: A: minus 89 degrees Celsius / Antarctica)

Fast finishers

Tell your students to draw a picture similar to those in exercise 7 but of a friend or someone in their family. Tell them to include the name, age and an object or flag. Tell the students to ask their partner about the picture they have drawn using the questions from exercise 7. Then tell each student to write some sentences about their picture – write this gap fill on the board as a model.

This is ..., she is ... (years old). She isn't a teacher, she's a ... She hasn't got a ..., she's got a ...

Evaluation

Ask your 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. Allow the students a second chance to improve their overall score by giving points for good presentation of their work in their notebook and/or use of colour or by doing an exercise again to get a better score.

Happy goodbye

Tell the students who got a world champion T-shirt to stand at the door of the class and high five the others as they leave. This means they will leave last but also that everyone has celebrated the fact that they have done well.

Dyslexia tip – using grammar cards

To help your students with dyslexia change the word order correctly when forming questions; write these words on each piece of paper:
SHE HAS GOT A BIKE.

Then put the cards out of order on the board or on the table in front of the students and tell them to reorder them (with your help if necessary) to make:
a) an affirmative sentence,
b) a question.

Homework

Workbook, page 15

Optional materials: a piece of A4 paper for each student to make Brainy cards (for exercise 1) – or use the template in *Brainy klasa 5, Teacher's Resource File* (Brainy_klasa_5_TRF\Brainy_kl_5_TRF Worksheets_General\Additional_materials\Brainy_cards)

Extra practice 1: Memory game

Tell your students they have only two minutes to memorize ALL the words in the vocabulary table *Countries and Continents*. Tell the students to close their books. Put the students into groups of four or five. Tell them they have to race to write all the words from this vocabulary box in their notebooks. The first group to finish and have all the words spelled correctly (including capital letters) wins!

Extra practice 2: Let's disagree

Tell your students to copy the weather vocabulary from the vocabulary table *Seasons and Weather* into two groups in their notebooks: YES ☺ and NO ☹, according to whether they like that weather or not. Then put the students into pairs to compare their lists of weather they like and don't like. Tell them they get one point if they disagreed with their partner.

Example:

Student A: *On my list, I like cloudy weather!*

Student B: *I don't!* (one point for both students)

Extra practice 3: In an English class

Write the gap fill dialogue on the board and ask your students to tell you what words are missing. Then tell the students to practise the dialogue in pairs.

A: Can you _____ me, _____ ?
 B: _____, of course.
 A: What does ... _____ ?
 B: I _____ it's ...
 A: Thank _____ !
 B: You're welcome!

Answers:

A: Can you help me, please?
 B: Yes, of course.
 A: What does ... mean?
 B: I think it's ...
 A: Thank you!
 B: You're welcome!

Brainy cards

Distribute the pieces of A4 paper to each student (or use the print-outs with the templates for Brainy cards) and ask them to make their own Brainy cards. Tell the students to fold the A4 sheet of paper into half, then again into half, and again – depending on how many cards they are to make. Then tell the students to unfold the paper sheet, cut it up along the lines and make e.g. eight cards with words from the unit that are difficult for them to remember. Help the students think of the difficult words by doing this together as a group. Make sure your students put the word in English on one side of the piece of paper/card and in Polish on the other – until they have at least eight separate cards to test each other.

➤➤ **After exercise 2** ➤➤ **Extra practice 4**

Tell your students to show their selfies to a partner and then have their partner describe their clothes.

➤➤ **After exercise 3** ➤➤ **Extra practice 5**

Draw 'weather' words on paper to decorate the walls of the classroom.

Freddie and Freda extra workout: vocabulary

The extra activities on page 15 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 at the beginning of the next class, etc.



Optional materials: pictures (from the Internet or magazines) of famous people who are currently in the news that the students will be familiar with to help them choose someone to write about (for Project 2).

Exercise 1

Play *Give me Five* using the new vocabulary categories in Unit 1, plus other vocabulary in Unit 1, such as:

- continents;
- countries;
- 'weather' words;
- clothes;
- adjectives describing people;
- places.

Students may need to look for some of these vocabulary items (e.g. places) in their books.

Say a vocabulary category to the students.

Then elicit five words for the category. Help the students remember the vocabulary by:

- using mime and gestures,
- saying the first sound of the word,
- writing the first and last letter of a word on the board,
- saying the word in Polish.

The students can then play the same game in small groups.

Exercise 2

Play *How many words?* Say the vocabulary categories as above; in pairs, the students write all the words for each category that they can think of in their notebooks.

Ask the students to read their vocabulary lists to the class; congratulate those with the longest list of correct words.

The students can then play the game in pairs, choosing their vocabulary categories and writing one list each in their notebooks, then seeing who has the longest list.

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!

Project 1 My Grammar Notebook

Tell your students about this project idea. You could also give them each a piece of A4 paper to fold into a mini booklet shape. Tell the students they can work in pairs or small groups to help them remember and look for all the grammar points in this unit, but each student must produce their own notebook to have as a useful revision tool.

Project 2 Celebrities Quiz

Bring in pictures (from the Internet or magazines) of famous people currently in the news that students will be familiar with to help them choose someone to write about. Encourage the students to use the Internet to find out information about their famous person before you do the quiz in class.

Project work

To motivate weaker 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.