

## Unit 1 Extra resources

**Workbook:** pages 8–17

### Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *We must keep our classroom tidy* (Lesson 5)
- Culture video: *Ruma's school* (Lesson 6)

### Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

### Teacher's Resource File:

Grammar and vocabulary practice

**On-the-go Practice:** Unit 1

**Kahoot!:** Unit 1

**Quizlet:** Unit 1

## Lesson 1

### Objectives and materials

**Vocabulary:** school subjects

**Reading:** to define main idea

**Listening:** to find specific information

**Speaking:** to talk about school subjects

### Optional materials:

a backpack with school objects associated with various school subjects, post-it notes (10–12 per pair)

### Warm-up

Bring to school a backpack with objects associated with different school subjects, e.g. a highlighter, a dictionary, a ruler, a map, etc. The students take the objects out of the backpack, name them and then they guess the subject of the lesson (**school subjects**).

1 Students do exercise 1.

# Back to school

## Lesson 1 Vocabulary 1

*I can talk about school subjects.*



### 1 Let's start!

In your notebook, complete the names of school subjects with the missing letters. What other subjects can you name in English?

- 1 E n g i sh
- 2 mu s i c
- 3 Po l i sh

### 2

1.9 Look at pictures 1–8. Listen to the podcast and find three school subjects the speakers talk about.

1 maths, 3 history, 6 foreign language (Spanish)

### 3

1.10 In your notebook, match pictures 1–8 with the words in the box. Two words do not match any of the pictures. Then listen and repeat.

#### School subjects

7 art • biology • 5 computing • 6 foreign language • 4 geography • 3 history • 1 maths • 8 PE • science • 2 technology

Extra words: biology, science

8 eight

### GUESS WHAT?!

In science lessons in the UK, students learn about these things:



plants and animals



electricity



planets

### 4

1.11 Listen to the recording of four lessons. What subjects in the box are they?

2 computing 3 geography 4 PE 1 technology

### 2



1.9 (00:59) Students do exercise 2.

### Extra idea

To boost students' self-esteem, show them how much they already know. Ask them to name as many objects in the pictures as they can (e.g. ruler, paint, light bulb, racket, etc). Praise the students for their knowledge. The students might not know these words: *set square, knight, palette*.

### 3



1.10 (00:42) Students do exercise 3.

### SEN tip

To help the students pronounce the target vocabulary correctly, divide the words into syllables. Encourage the students to read the word aloud and tap out each syllable.

### 4



1.11 (00:53) Students do exercise 4.

- 5 In your notebook, complete the texts with the names of school subjects.



My number one subject is <sup>1</sup>art.  
It's easy for me because  
I love painting and drawing.

Class 5B!

No <sup>2</sup>biology lesson today! Ms Smith is  
on a trip to City Aquarium with Class 5A.  
You've got extra English at this time.



Lucas

Sam, can you help me with my <sup>3</sup>computing  
homework? Coding is difficult!

- 6 Work in pairs. Ask and answer questions about your favourite subjects. Use the adjectives in the box.

Students' own answers

cool difficult easy  
important interesting

What's your favourite subject?

Maths. It's easy!

- 7 Pronunciation /k/

1.12 Listen to the rhyme and find words with the /k/ sound. Listen again, repeat and remember.

Science is difficult, computing is cool!  
Music and technology are great at our  
school!



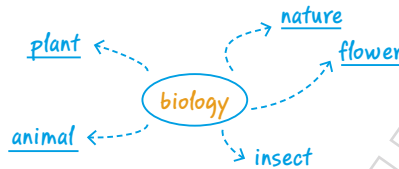
- 8 Choose a beat and make a rap from the rhyme. Students' own answers

## Learning zone



Follow ThinkBot's instructions to learn new words. Students' own answers

- Wybierz swój ulubiony przedmiot szkolny.
- Znajdź w słowniku lub w Internecie pięć wyrazów związanych z tym przedmiotem.
- Narysuj w zeszyte mapę myśli dla wybranego przedmiotu. Wykorzystaj znalezione w Internecie wyrazy.



- 9 1.13 Listen to Daniel and Julia. What are their favourite schooldays?

Julia's favourite day is Thursday. Daniel's favourite day is Wednesday.

- 10 In your notebook, write your timetable. In pairs, ask and answer about your favourite day. Students' own answers

What's your favourite schoolday?

Why?

Because we've got history and PE. They're my favourite subjects.

It's Wednesday.

Fast finishers

Look at the letters. Find four names of school subjects. You can use each letter only once. art, geography, history, science

A S T C E O G R G R  
R N C I A P H Y E H  
T O E Y S I



nine 9

## Learning zone

Introduce ThinkBot to the students. Tell them that it gives tips on studying. ThinkBot's first tip is making mind maps. Explain to the students that mind maps can help them organise notes and learn new words easier. The students do tasks 1–3.

- 9 1.13 (00:36) Students do exercise 9.

- 10 Students do exercise 10.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

### EXTRA ACTIVITY



### Wrap-up

Distribute post-it notes, 10–12 per pair. In pairs, the students write the name of the school subject on one card and draw its symbol on another. Then they swap their cards with another pair and put all the cards face down. The students take turns to turn over two cards and keep them if they've found a pair. Otherwise they turn the cards face down again. The person with the most cards when all of them have been taken is the winner.

- 5 Students do exercise 5.

#### Extra idea

Ask the students to write a similar gapped text in their notebooks. Then choose individual students to read their texts aloud for the rest of the class to guess the missing name of the subject.

- 6 Students do exercise 6.

#### Extra idea

In their notebooks, students write the names of two school subjects to match each adjective, e.g. cool: PE, computing.

- 7 1.12 (00:13) Students do exercise 7.

- 8 Students do exercise 8.

## Lesson 2

1

## Lesson 2 Grammar 1

I can use the present simple to talk about my life.

### Objectives and materials

**Grammar:** present simple: affirmative, negative, questions and short answers; *Wh-* questions

**Listening and reading:** to find specific information

### Warm-up

Introduce the comic story characters. Tell the students to open their books and look at the pictures of the children. Read the following sentences aloud and ask the students to say the characters' names:

*This person has got glasses.*

(Paolo)

*This person has got long hair and a red and white jacket.*

(Emily)


*This person has got short blonde hair.*

(Jack)

*This person's hair is brown and curly.*

(Mia)

1 Students do exercise 1.

2  (02:15) Students do exercise 2.

### Extra idea


After the students read the story, encourage them to create their own profiles in their notebooks, e.g.

Ana White. I'm 12.

I love dancing.

Superpower: I can clean my room in 5 minutes.

They can either draw their own pictures or glue a photograph into their notebooks at home.

3  (00:22) Students do exercise 3.

### MEET THE TEAM!



#### Emily White

11 years old  
I ♥ maths  
I'm an inventor 🤖 I make apps  
**Superpower:** I can write with my left and right hand.



#### Jack White

12 years old  
I'm into sports 🏀  
**Superpower:** I can swim really fast!



#### Mia Roberts

11 years old  
I love nature  
I'm vegetarian  
I make a vlog  
**Superpower:** I know the names of 50 dinosaurs!




#### Paulo Torres

11 years old  
Photos  
Drawing and painting  
See my gallery [here](#)  
**Superpower:** I don't eat chocolate, but I'm good at baking cakes.



1 Look at the story. What can you see?


conversation email social media profiles  
text messages

2  Read the story and listen to it. In your notebook, complete the sentences with the students' names.

- 1 Paulo is good at art.
- 2 Jack loves sports.
- 3 Emily invents things.
- 4 Mia doesn't eat meat.
- 5 Emily has got a brother.

10 ten

### Real English

3  Listen to the phrases and repeat. Practise them in pairs. *Students' own answers*  
*Hurry up! We're late!*  
*Wait for me!*  
*You bet!*

### Grammar

Remind the students about the use of the present simple tense: we use it to talk about regular activities and habits. Elicit example sentences from the students. Then draw their attention to the grammar table and read the sentences aloud. For each verb form (affirmative, negative, question and short answer) ask the students to give one or two extra examples. It is also a good idea to compare the present simple forms of the verb *have* and *have got* in this lesson.

### Grammar 1 video

Play the animation video and ask the students: *What presents do the children get? What do you think?* Elicit the answers. Then play the rest of the video for the students to check their guesses.

(Olivia – a recorder, Ada – crayons, Jay – a whistle, Will – a memory stick)

## Grammar 1

## Present simple

## Affirmative

I/You/We/They **like** maths.He/She/It **likes** maths.

## Negative

I/You/We/They **don't like** maths.He/She/It **doesn't like** maths.

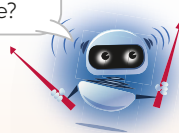
## Questions

**Do** I/you/we/they **like** maths?**Does** he/she/it **like** maths?

## Short answers

Yes, I/you/we/they **do**.Yes, he/she/it **does**.No, I/you/we/they **don't**.No, he/she/it **doesn't**.

## Wh- questions

**Where** **do** you **live**?**What time** **does** school **start**?Which subject  
do you like?Learning  
zoneFollow ThinkBot's instructions to learn grammar.  
Students' own answers1 Wykorzystaj poniższą tabelę podczas nauki tworzenia pytań w czasie *present simple*.

question word	do/does	subject	verb
What	do	you	think?
Where	does	Mia	live?

2 Zapisz tabelę w zeszyty i dodawaj do niej codziennie dwa pytania.

5 In your notebook, put the words in the correct order to make questions. Ask and answer the questions in pairs.

- 1 does which sports do Jack ?
- 2 Mia does know the names of fifty dinosaurs ?
- 3 where Mia and Paulo do meet ?
- 4 Jack and Emily do go to school at ten o'clock ?
- 5 Emily what does make ?

6 Work in pairs. Ask and answer questions using the ideas in the box. Then tell the class one interesting fact about your friend.

know the names of dinosaurs like chocolate  
take a lot of photos what languages / speak  
what sports / play

Do you take a lot of photos?

Yes, I do.

## Fast finishers

Look at the word cloud. How many questions with these words can you write in one minute?

your sister on Monday  
does school have  
YOU do  
start  
what time  
MATHS



eleven 11

6 Students do exercise 6.

## Answers

Do you know the names of dinosaurs?  
Do you like chocolate?  
What languages do you speak?  
What sports do you play?

**SUPPORT:** The students choose two ideas from the box. Then, they ask and answer the questions in pairs and write their partners' answers in their notebooks.

**CHALLENGE:** The students make four more questions using their own ideas.

## Fast finishers

Any students who finish the exercises early, can do the task in the book.

## Answers

What time do you start school?  
What time does your sister start school?  
What time do you start school on Monday?  
What time does your sister start school on Monday?  
Do you have maths on Monday?  
Does your sister have maths on Monday?  
What time do you have maths on Monday?  
What time does your sister have maths on Monday?

## EXTRA ACTIVITY



## Wrap-up

Tell the students to write 2–3 questions about Mia, Emily, Jack and Paulo, based on their profiles on page 10. Then the students close their books and ask and answer the questions in pairs.

## 4 Extra idea

Write the optional answers on the board in random order. Add one or two distractors. Students do exercise 4.

## Learning zone

Draw the table on the board and add one question. Then ask volunteers to come to the board to add 3–4 more.

5 Students do exercise 5.

## Answers

- 1 Which sports does Jack do? (basketball and swimming)
- 2 Does Mia know the names of fifty dinosaurs? (Yes, she does.)
- 3 Where do Mia and Paulo meet? (at a café)
- 4 Do Jack and Emily go to school at ten o'clock? (No, they don't.)
- 5 What does Emily make? (apps)

## Lesson 3

### Objectives and materials

**Vocabulary:** places at school

**Listening:** to find specific information

**Speaking:** to talk about places at school and after-school clubs


### Warm-up


Encourage a class discussion about after-school activities in your school. Ask: *Which after-school clubs are there in our school? Do you go to after-school clubs? What after-school clubs would you like to go to?*


1 Students do exercise 1.

### Extra idea

Elicit the names of two activities that the students can do in different clubs. (Book Club – read books, talk about characters; Coding Club – learn how to code, make apps; Dance Club – dance in different styles, prepare a show; Film Club – watch films, make videos; Football Club – play football, be in a team; Science Club – do experiments, read about inventions)

2  (00:48) Students do exercise 2.

3  (00:33) Students do exercise 3.

4  (01:01) Students do exercise 4.

### Extra idea

Mime or draw places at school and ask the students to guess the place.

# 1

## Lesson 3 Vocabulary and listening

*I can talk about places at school.*

SCHOOL NEWSLETTER September 5


### SCHOOL CLUB WEEK!

We've got a club for everyone!




Look at page 2 for more information.

### 1 Let's start!

 Look at the school newsletter. In your notebook, match photos 1–6 with the names of the clubs.

3 Book Club 5 Coding Club 6 Dance Club  
1 Film Club 2 Football Club 4 Science Club


2  In your notebook, match photos 1–6 with the names of places in the box. Then listen to the dialogue and check.

#### Places at school 1

5 computer room • 6 gym •  
4 laboratory (lab) • 3 library • 1 main hall •  
2 playing fields

3  Listen and repeat the words in the box in exercise 2. *Students' own answers*




12 twelve

4  In your notebook, match pictures 1–9 with the names of the places in the box. Then listen, check and repeat.

#### Places at school 2

8 canteen • 3 classroom • 7 cloakroom •  
6 corridor • 4 playground •  
9 school office • 2 staffroom • 1 toilet •  
5 tuck shop



5    Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyty luki 1–4 w poniższej notatce.

#### Furry Friends Club

Students help <sup>1</sup> animals !


When: <sup>2</sup> Saturday mornings.

Where: 16 Green Street.

#### Skateboarding Club

When: Fridays at <sup>3</sup> 12 / twelve o'clock.

Where: the <sup>4</sup> playground or the gym.


6  Work in pairs. Ask and answer questions about your favourite clubs at school. Say where they are. *Students' own answers*


What's your favourite club?

### Wrap-up

The students invent an unusual school club, e.g. *Afternoon Nap Club*, *Pizza Club*, *Gaming Club*, etc. They make a poster with information about the club – where it is, when it is and what students do there.

5  (01:37) Students do exercise 5.

 **SUPPORT:** Write the optional answers in random order on the board for the students to choose from.

 **CHALLENGE:** In their notebooks, the students write 1–2 full sentences about each club, e.g. *In the Furry Friends Club students help animals without a home. It doesn't take place at school.*

6 Students do exercise 6.

I can use there is / there are to describe places.

## Grammar 2

There is / There are

Affirmative

There's a science club.

There are some / a lot of clubs.

Negative

There isn't a book club.

There aren't any sports clubs.

Questions

Is there a science club?

Are there any sports clubs?

Short answers

Yes, there is. / No, there isn't.

Yes, there are. / No, there aren't.

- 1 In your notebook, complete the sentences with the correct form of *there is / there are*. Which sentences are true for your school?

- There isn't (X) a tuck shop at our school.
- There are (✓) some playing fields behind the school.
- There's (✓) a staffroom for the teachers.
- There isn't (X) a computer room.
- There aren't (X) any clubs to help animals.

- 2 Listen to the podcast. In your notebook, write names of two objects, clubs and places that are in the boy's ideal school. Compare your answers in pairs.

Objects	Clubs	Places

- 3 In your notebook, complete the questions. Use *is there* or *are there*.

- Is there a playground?
- Is there a tuck shop?
- Is there a swimming pool?
- Are there any clubs?
- Are there any books?

- 4 In pairs, ask and answer the questions in exercise 3. Use short answers. Listen again and check.

Is there a playground?

Yes, there is!

- 5 Imagine your ideal school. What things are there? Make a list in your notebook. Use the ideas in the box to help. Students' own answers

clubs places at school sports facilities



- 6 In pairs, ask and answer six questions about your ideal school. Students' own answers

Is there a swimming pool in your ideal school?

Yes, there is!

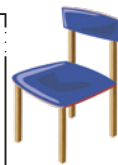
- 7 Tell the class about your friend's ideal school. Students' own answers

In Filip's school, there's a ...

## Fast finishers

Solve the puzzle. There's one free chair.

There are six desks and twelve chairs in our classroom. There are ten girls and there aren't any boys. There's a desk and a chair for the teacher. How many free chairs are there?



thirteen 13

## Grammar 2 video

Play the animation video and ask the students:  
*What is the challenge?*  
 (to create a dream school)  
*What places are there in the children's dream school?* (gym, canteen, art room, music room, computer lab, cloakroom, cinema)

- 1 Students do exercise 1.

- 2 (01:12) Students do exercise 2.

## Possible answers

Objects: trampoline, computers

Places: playground, canteen, swimming pool, gym

Clubs: Coding Club, Film Club

- 3 Students do exercise 3.

- 4 (01:12) Students do exercise 4.

## Answers

- Yes, there is.
- No, there isn't.
- Yes, there is.
- Yes, there are.
- No, there aren't.

- 5 Students do exercise 5.

- 6 Students do exercise 6.

- 7 Students do exercise 7.

## Fast finishers

Any students who finish the exercises early, can do the task in the book.

## EXTRA ACTIVITY



## Wrap-up

The students write 3–4 sentences about places at school, beginning with *There is/are/isn't/aren't*. They can't use the names of these places. Then they swap sentences and guess the places.

## Lesson 4

## Objectives and materials

**Grammar:** *there is / there are*: affirmative, negative, questions and short answers

**Listening:** to find specific information

**Speaking:** to describe your school

## Warm-up

Ask the students to write as many school subjects and places at school as they can in one minute. The student with the longest list reads out the words for the class.

## Grammar

Read aloud the contents of the table and translate if necessary. Draw the students' attention to the differences between English and the students' first language.

## Lesson 5


### Objectives and materials

**Speaking:** to talk about rules and obligations

**Reading and listening:** to find specific information


### Warm-up

Write a few activities on the board (e.g. *bring sports clothes, eat in the classroom, be late, use your phone*, etc.) and ask the students if it's a good idea to do them at school or not.

- 1 Students do exercise 1.
- 2  (00:59) Students do exercise 2.

### Speaking video

You can use the video *We must keep our classroom tidy* instead of the audio recording from exercise 2. Turn the subtitles on if needed. Once the students watch the video and follow the dialogue in the book, tell them to close the books and play it again. This time stop the video every time the students hear *must* or *mustn't* and ask them to recall what comes next in the dialogue.

- 3  (00:59) Students do exercise 3.

### Answers

- 1 We must keep it tidy.  
We must put litter in the bin.  
You must bring your sports clothes tomorrow.
- 2 We mustn't eat in our classroom. We mustn't be late. We mustn't use our phones in class.
- 4 Students do exercise 4.
- 5 Students do exercise 5.

## 1

## Lesson 5 Speaking


*I can talk about rules and obligations.*

- 1 Look at the photo. Guess who the new student is, Daniela or Charlie.  
*Students' own answers*



- Daniela:** This is our English classroom.  
**Charlie:** It's really nice.  
**Daniela:** We must keep it tidy. And we must put litter in the bin!  
**Charlie:** Where's the gym? We've got PE tomorrow.  
**Daniela:** Look. It's here, next to the library. Oh, you must bring your sports clothes tomorrow!  
**Charlie:** OK. Mmmm. Something smells good! Is there a canteen?  
**Daniela:** Yes, the food's amazing! Oh, but we mustn't eat in our classroom. Charlie, it's science now. We mustn't be late! Oh, and we mustn't use our phones in class!  
**Charlie:** Ah, thanks!

- 2  Read the dialogue and listen to it. Check your answer to exercise 1.  
*Charlie is the new student.*

- 3  Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–2. Write the answers in your notebook.  
 1 **it's very important to do something**  
 2 **it's very important not to do something**

14 fourteen

- 4 Look at the poster. In your notebook, complete the school library rules with the words in the box.

be be drink speak write

### Library rules!


- 1 You must be quiet.
- 2 You mustn't speak on the phone.
- 3 You mustn't eat or drink in the library.
- 4 You must be kind to other students.
- 5 You mustn't write in the books.



- 5 In your notebook, write your own school rules. Use the ideas in the box to help.

do our homework forget our books  
listen to our teachers run in the corridor  
write on the board


*We mustn't run in the corridor.  
We must do our homework. We mustn't forget our books. We must listen to our teachers.  
We mustn't write on the board.*

- 6  Work in pairs. Student A: you are a new student. It's your first day at school. Student B: help Student A. Tell him/her about the places at school and rules. Use the dialogue in exercise 2 to help.  
*Students' own answers*


Where is the computer room?

It's next to the library.  
You mustn't eat or drink there.

- 6 Students do exercise 6.

 **SUPPORT:** Write the following prompts on the board:  
Where is ... (a place at school)?  
It's next to ... (a place).

You must / mustn't ... (a verb).

 **CHALLENGE:** The students explain why they must or mustn't do something, e.g. *You mustn't eat or drink in the computer room because you can make the keyboard dirty.*

### Wrap-up

In two groups, the students prepare a big poster to be displayed in the English classroom. One group adds information about what students **MUST** do and the other group about what they **MUSTN'T** do.

## Schools in Remote Places

Imagine you live hundreds of kilometres from a town or city. This is true for many children in the world. So, how do they study?

### Xixuaú, Brazil

Xixuaú is a small village in the Brazilian rainforest. The school has only got one classroom and teacher, and there aren't any books. But the students have got a computer, and they can use the Internet. They find information online, and they speak to students in other countries.

There are lessons in maths, history, science and geography. The students learn about the rainforest and the animals that live there, too.

### The School of the Air, Australia

Many children live in remote places in Australia. There isn't a school, so they have lessons with their teacher online. They also use books that they receive at the start of the school year.

There are only ten lessons a week, in music, science, and other subjects. Then students do a lot of homework. Every year, all the students meet in one place, to play games and spend time with friends.

### Glossary

rainforest – las deszczowy remote – odległy  
receive – dostawać village – wieś

- 1 Look at the photo. What is unusual about this classroom? *Students' own answers*



- 2 Read the introduction and look at photos a and b. Which sentence do you think is true? *Students' own answers*

- 1 Students travel a long way to school.
- 2 Students use a computer to study.

- 3 Read the text and listen to it. Check your answer in exercise 2. *Sentence 2 is true.*

- 4 Read the text and listen to it again. Which school are sentences 1–4 about? In your notebook, write X (Xixuaú), SA (The School of the Air), or B (Both).

- 1 Students use books. SA
- 2 There's a school with a classroom. X
- 3 The students have got a teacher. B
- 4 The students have lessons online. SA

- 5 Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Odpowiedz w zeszycie na pytania.

- 1 How do students in Xixuaú use the Internet?
- 2 What special thing do they learn about?
- 3 What do students at the School of the Air do after lessons?
- 4 How do they see other students?

- 6 Do you prefer to have lessons in class or online? Why? How do you use technology for learning? *Students' own answers*

fifteen 15

## Lesson 6

### Objectives and materials

**Reading:** to find specific information

**Speaking:** to express preferences, to talk about school life

**Vocabulary:** school life

**Optional materials:** Teacher's Resource File – Video worksheet Unit 1

### Warm-up

Write the following on the board. Then ask the students: *Would you like to go to such a school?*

*There aren't any books.*

*There are only computers.*

*There are 10 lessons a week.*

*Students meet once per year.*

- 1 Students do exercise 1.

### Culture video

The students watch the video and complete the following sentences. *Ruma* wants to be a teacher.

*Mohammed* builds boat schools.

*Mohammed* has got glasses.

*Ruma* is 10.

- 2 Students do exercise 2.

- 3 (01:41) Students do exercise 3.

- 4 (01:41) Students do exercise 4.

**SUPPORT:** Reduce the options to two in each item. Write the options on the board.

**CHALLENGE:** Ask the students to cover the text and answer the questions from memory.

- 5 (01:41) Students do exercise 5.

### Answers

- 1 They use it to find information, and to speak to students in other countries.
- 2 They learn about the rainforest and animals that live there.
- 3 They do a lot of homework.
- 4 They meet every year to play games and spend time with friends.

- 6 Students do exercise 6.

### Wrap-up

Ask the students the following question: *Would you like to have only a few lessons and study at home more or more lessons and no studying at home?*

## Lesson 7

### Objectives and materials

**Writing:** to write an email about school

**Reading:** to define the main idea

**Vocabulary:** places at school

**Optional materials:** photos of your school (the building or places at school) edited in such a way that it's not obvious what is in them (e.g. they can be cropped or blurred)

### Warm-up

Display the edited photos of your school and ask the students to guess what places at school are in them.

1 Students do exercise 1.

#### Answers

Marisa's email is about her school.

2 Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

**SUPPORT:** Help the students write the answers to the questions from the *Think* section in their notebooks.

**CHALLENGE:** The students add two more ideas to the *Think* section, e.g. the colours of the building, favourite subjects, places at school they often visit.

## 1

## Lesson 7 Writing

I can write an email about my school.

1 Look at the photos. Guess what Marisa's email to her new friend Max is about. Then read and check.



**Subject:** My school!

Hi, Max! How are you?

- a** Here are some photos of me and my school! It's really cool. It's near my house so I walk there.
- b** There are a lot of clubs to join. I'm in Football Club and Drama Club. I love swimming, but there isn't a Swimming Club 😞. But there are some amazing playing fields and there's a great canteen!
- c** I really like my school, but it's quite strict. We start school at eight o'clock. We mustn't be late and we mustn't bring our phones to lessons. We must call our teachers 'Sir' or 'Miss'.  
How about you? What's your school like?  
Write and tell me about it!  
Bye!  
Marisa

Send

Cancel

2 Read the email again. Match topics 1–3 with paragraphs a–c.

- 1 school rules c
- 2 why Marisa is writing and general information a
- 3 school clubs and places at school b

3 In your notebook, complete the sentences with the words in the box.

it's must mustn't there are there's they're

- 1 It's near my house.
- 2 We must call our teachers 'Sir' or 'Miss'.
- 3 There are a lot of clubs to join.
- 4 There's a great canteen!
- 5 They're very kind.
- 6 We mustn't bring our phones to lessons.

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4 In your notebook, complete the sentences. Use: *is, isn't, are* and *mustn't* and the prompts in brackets.

- 1 (✓) My school is great (school / great).
- 2 (✓) There are a lot of clubs (a lot of clubs).
- 3 (X) There isn't a tuck shop (tuck shop).
- 4 We mustn't use our phones (phones).
- 5 (✓) Lessons are very interesting (very interesting).

### 5 Writing project

In your notebook, write an email about your school to a new friend. Follow the instructions below.  
Students' own answers



#### Find

Znajdź zdjęcia różnych miejsc w Twojej szkole.



#### Think

- Czy szkoła jest blisko Twojego domu?
- Jakich przymiotników użyjesz, aby ją opisać?
- Na jakie zajęcia pozalekcyjne uczęszczasz? Gdzie się odbywają?



#### Write

Napisz swój e-mail. Wykorzystaj e-mail Marisy jako wzór.  
*Hi, Jack!*  
*How are you?*



#### Look again!

- Czy użyłeś/użyłaś:
- czasu *present simple*, pisząc o codziennych czynnościach?
  - *must/mustn't*, opisując zasady panujące w szkole?
  - *there is / there are*, pisząc o miejscach w szkole i zajęciach pozalekcyjnych?

### Wrap-up

In the first writing lesson, it is a good idea to familiarise students with how you correct written work. Write the following sentences with mistakes on the board and the symbols of various mistakes: SP for spelling, G for grammar, WW for wrong word, ^ if something is missing. Ask the students to identify and correct the mistakes.

*In my school is a gym.* ^ (In my school there is a gym.)

*There isn't a cantene.* SP (There isn't a canteen.)

*Does she has music on Mondays?* G (Does she have music on Mondays?)

*Is there a play field in your school?* WW (Is there a playground in your school?)

## Test yourself

### Vocabulary

#### 1 Write the names of school subjects.

- $\frac{2}{3} + \frac{1}{4} = \dots$  maths
- iHola! → Bonjour! foreign languages
- Henry VIII King of England (1491–1547) history
- H<sub>2</sub>O = water science

/4 points

#### 2 Write the names of the places at school.



- computer room
- laboratory (lab)
- main hall

/3 points

#### 3 Complete the words.

- We have lunch in the canteen.
- We leave our coats in the cloakroom.
- The teachers sit in the staffroom.

/3 points

### Grammar

#### 4 Complete the sentences with the correct forms of the verbs in brackets. Use present simple.

- We don't go (not go) to school on Saturdays.
- Mr Evans teaches (teach) biology. He's great!
- Do you get (you get) a lot of homework?
- Our school doesn't have (not have) a tuck shop.
- When does school start (school start)?

/5 points

#### 5 Complete the dialogues with the correct form of *there is* / *there are*.

- A: Is there a library at your school?  
B: Yes, there is. It's got a lot of good books.
- A: Are there any playing fields?  
B: No, there aren't, but there's a big playground.

/5 points

### Speaking

#### 6 Complete the rules with *must*/*mustn't* and a verb in the box.



bring help listen use wear

- You must wear sports clothes.
- You mustn't bring a water bottle into the gym.
- You must listen to the teacher.
- You mustn't use your mobile phone.
- You must help others.

/5 points

## Check your score!

**1.23** Listen and check your answers. Then count your points and follow the instructions below.

**20–25 points** – Great job! Find your prize on p. 126.

**14–19 points** – Good score! Work on your mistakes and correct them in your notebook.

**0–13 points** – Keep calm and revise more. Do exercises A–C below!

- Work on vocabulary → *Learning Zone*, p. 9
- Revise grammar → *Learning Zone*, p. 11
- Speak → exercises 3–6, p. 14

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#### 3 Students do exercise 3.

#### Extra idea

After exercise 3, the students add one or two items to exercises 1–3. They write them on separate pieces of paper which they exchange in pairs.

#### 4 Students do exercise 4.

#### 5 Students do exercise 5.

#### 6 Students do exercise 6.

#### Extra idea

A volunteer comes to the front of the classroom to act out some of the things you must or mustn't do at school. The rest of the class guess the activity and use it in a sentence (beginning with *You must ...* or *You mustn't ...*).

## Check your score!

**1.23** (01:19) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

## Wrap-up

Ask the students to draw a 5x5 grid, label the columns 1–5 and rows A–E. Then tell them to draw a pen, a ruler and a crayon on three squares of their choice. Remind the students that they have to keep their grid a secret. Their task is to work in pairs and guess where the objects are, asking the following questions: *Is there a crayon on 5C?* *Is there a ruler on 1A?* *Have you got a pen on 3D?* etc.

## Lesson 8

### Objectives and materials

**Vocabulary and grammar:** to revise lessons 1–7

**Optional materials:** pieces of paper for each student

## Warm-up

The students choose seven words from the unit and make a crossword for their partner. As clues, they can give translations in their first language, draw symbols or write definitions in English.

- Students do exercise 1.
- Students do exercise 2.

## My words

### Game 1

In pairs, the students write short dialogues that could take place in different places at school. Ask them to use *Real English* expressions in their dialogues. Then they read out the dialogues for the class – other students guess where the conversation could take place.

### Game 2

Prepare three cards with words DRAW, MIME and SAY written on them. A student comes to the front of the classroom. Show the student one of the words on *My words* page and ask him/her to communicate it to the rest of the class. The student draws one of the cards. Depending on which card is chosen, the student has to draw, mime or explain the meaning of the word so that the rest of the class can guess.

### Game 3

The students play *20 Questions*. One student thinks of a subject or a place at school and the class asks Yes/No questions to guess the secret word.

#### School subjects

 1.24 (00:44)

#### Places at school 1

 1.25 (00:31)

#### Places at school 2

 1.26 (00:44)

#### Real English

 1.27 (00:21)

#### Talking about rules and obligations

 1.28 (00:44)

# 1

## My words

### School subjects

art	plastyka, sztuka
biology	biologia
computing	informatyka
foreign language	język obcy
geography	geografia
history	historia
maths	matematyka
PE	wychowanie fizyczne
science	nauki ścisłe
technology	technika

### Places at school 1

computer room	sala komputerowa
gym	sala gimnastyczna
laboratory (lab)	laboratorium
library	biblioteka
main hall	hol szkoły
playing fields	boiska

### Places at school 2

canteen	stołówka
classroom	klasa, sala lekcyjna
cloakroom	szatnia
corridor	korytarz
playground	dziedziniec (przed szkołą)
school office	sekretariat szkoły
staffroom	pokój nauczycielski
toilet	toaleta
tuck shop	sklepik szkolny

### Real English


Hurry up! We're late!	Pospiesz się! Jesteśmy spóźnieni!
Wait for me!	Zaczekaj na mnie!
You bet!	Pewnie!/Oczywiście!

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### Talking about rules and obligations

We must keep it tidy.	Musimy utrzymać porządek.
We must put litter in the bin.	Musimy wrzucać śmieci do kosza.
We must bring sports clothes tomorrow.	Musimy jutro przynieść ubrania sportowe.
We mustn't eat in our classroom.	Nie wolno jeść w klasie.
We mustn't be late.	Nie wolno się spóźniać.
We mustn't use our phones in class.	Nie wolno używać telefonów w klasie.

## Play and learn!

- 1  Student A: say quietly names of school subjects. Student B: your partner looks at your lips and guesses the subject! *Students' own answers*



- 2  Draw different places at school in your notebook. Your partner says the name of the place. *Students' own answers*



## Present simple

Używaj czasu *present simple*, kiedy mówisz o czynnościach odbywających się regularnie.

**+** Pamiętaj o dodaniu **s** do czasownika w zdaniach z *he, she* lub *it*.

I/We/You/They **start** school at 8 am.  
He/She/It **starts**

Zanim dodasz **s**, zwróć uwagę na ostatnią literę czasownika:

Spółgłoska + y → <b>X + ies</b>	-o → + <b>es</b>	<b>Wyjątek!</b> <b>have – has</b>
study – studies	go – goes	
tidy – tidies	do – does	

**-** Używaj **don't** lub **doesn't**, kiedy chcesz zaprzeczyć. Pamiętaj, że w przeczeniach nie dodajemy **s** do czasownika.

I/We/You/They **don't start** school at 8 am.  
He/She/It **doesn't start**

**?** Pytania ogólne zaczynaj od **Do** lub **Does**. Nie dodawaj **s** do czasownika.

**Do** I/we/you/they **start** school at 8 am?  
**Does** he/she/it

Aby odpowiedzieć na pytanie, użyj:

Yes, I/we/you/they **do**. / No, I/we/you/they **don't**.

Yes, he/she/it **does**. / No, he/she/it **doesn't**.

Pytania szczegółowe zaczynaj od **Who, What, Where, When** lub **Why**.

**Why** **do** I/we/you/they **like** maths?  
**When** **does** he/she/it **finish** school?

## There is / There are

**+** Używaj **there is / there's** lub **there are**, kiedy mówisz, gdzie coś się znajduje.

**There**  
is/'s are  
a cloakroom. playing fields.

**-** Używaj **there isn't** lub **there aren't**, kiedy mówisz, że czegoś nie ma.

**There**  
isn't aren't  
an apple. any students.

**?** Pytania zaczynaj od **Is** lub **Are**.

**Is** **Are**  
there there  
any juice? any corridors?

Aby odpowiedzieć na pytanie, użyj:

Yes, there **is**. / No, there **isn't**.

Yes, there **are**. / No, there **aren't**.

**There is/'s/isn't, Is there** → jedna rzecz 1

**There are/aren't, Are there** → więcej niż jedna rzecz >1

**some** = jakiś, jakieś

**Some** użyj tylko w zdaniach twierdzących.

**any** w przeczeniach = żaden, żadne

**any** w pytaniach = jakiś, jakieś

## Project

In your notebook, draw a plan of your school for new students. Name your favourite places and write comments about them.

Students' own answers



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## Project

- Tell the students that they're going to draw a plan of their school for new students. Ask them to make a list of places they think new students need to know before they start drawing. Students may prepare the plans in pairs.
- Alternatively, the students can make a plan of their ideal school.
- The students could print out the names of the places at school, cut them out and glue them to their plans.
- The students may prepare a digital version of the plan using software of their choice.
- You can put all the student work on display in the classroom and ask the students to say what they like in other students' work. Praise the students for their creativity and for completing the task on time.