

1 Przeczytaj, co mówią bohaterowie. Podkreślone zdania są nieprawdziwe. Napisz zdania przeczące. Użyj krótkich form czasownika *be*.



1 Hello! It's me, Zac. I'm shy.

I'm not shy.



2 This is Ruby. She's sporty.



3 This is Jeff. He's funny.



4 Look at Jeff and Ruby. They're 10.



5 We're inventors!



6 Lisa! You're quiet.

2 Połącz pytania z właściwymi odpowiedziami.



1 Who is shy?

2 Who is sporty?

3 Who is funny?

4 Who is 10?

5 Who is an inventor?

6 Who is quiet?

a Lisa and Zac.

b Jeff.

c Ruby.

d Professor Iggy.

e Lisa.

f Zac.



3 Uzupełnij zdania wyrazami z ramki zgodnie z prawdą. W zdaniu 4. najpierw wpisz imię kolegi lub koleżanki.

clever friendly shy quiet kind sporty helpful funny















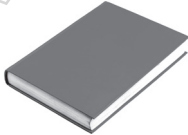



1 I'm _____.

2 I'm not _____.

3 My English teacher is _____.

4 My friend _____ is _____.

1 ✂ Wytnijcie karty. Zagrajcie w domino.

ruler		sharpener	
crayon		sticky tape	
noticeboard		felt-tip pen	
gel pen		glue stick	
pencil		pen	
chair		desk	
computer		board	
schoolbag		book	
pencil case		rubber	

1 Uzupełnij historyjkę zwrotami z ramki zgodnie z treścią historyjki. Dwa zwroty są zbędne i nigdzie nie pasują.


Yes, she is. No, I'm not. Yes, you are. No, they aren't. Yes, it is.



2 Narysuj ulepszoną wersję jednego z wynalazków Iggyego z historyjki. Odpowiedz na pytania.



- 1 What is it? _____
- 2 Is it safe? _____
- 3 Is it difficult? _____

1  Wyobraź sobie, że jesteś na obozie letnim z dziećmi z różnych krajów. Wyciągnij kartę, wybierz imię. Odegraj scenki. Znajdź dwie osoby z wyznaczonych krajów i zapisz ich imiona.



Your name's **Mei / Li**.
You're from **China**.

1

Find someone from:

The USA - _____

Italy - _____

Your name's **Nina / Evan**.
You're from **France**.

6

Find someone from:

The USA - _____

Argentina - _____

Your name's **Lily / Oliver**.
You're from **England**.

2

Find someone from:

China - _____

Italy - _____

Your name's **Laura / Kai**.
You're from **Germany**.

7

Find someone from:

England - _____

Argentina - _____

Your name's **Elsa / Victor**.
You're from **France**.

3

Find someone from:

The USA - _____

Argentina - _____

Your name's **Maria / Marcos**.
You're from **Argentina**.

8

Find someone from:

Spain - _____

England - _____

Your name's **Rosa / Arturo**.
You're from **Spain**.

4

Find someone from:

France - _____

China - _____

Your name's **Viola / Lorenzo**.
You're from **Italy**.

9

Find someone from:

Germany - _____

France - _____

Your name's **Paula / Florian**.
You're from **Germany**.

5

Find someone from:

England - _____

Argentina - _____

Your name's **Melissa / Scott**.
You're from **England**.

10

Find someone from:

China - _____

Italy - _____



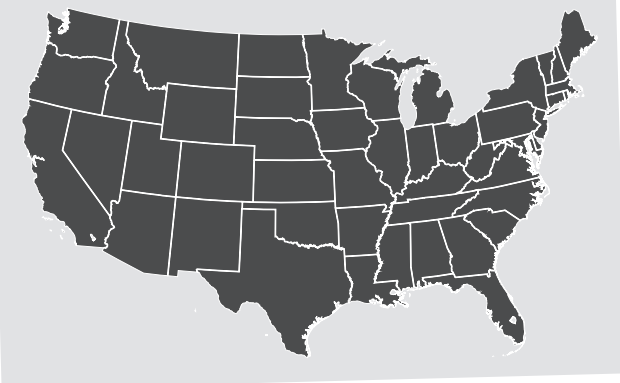
1 Co wiecie o Stanach Zjednoczonych i Włoszech? Porozmawiajcie o tym w parach.

flag capital language symbols sport food music films

2 Przeczytaj teksty o Stanach Zjednoczonych i o Włoszech.

The USA

The USA is a very big country. The capital is Washington. The language is English. The flag is red, white and blue. Some symbols of the USA are the bald eagle and the rose. Films from the USA are great!



Italy

Italy is a big country. The capital is Rome. The language is Italian. The flag is green, white and red. Some symbols of Italy are the wolf and olives. Italian pizza is great!



3 Wybierz kraj, który cię interesuje. Uzupełnij tabelę, a następnie opisz ten kraj, używając tekstów z ćw. 2. jako przykładu.

The country:	
Is it big or small?	
The language:	
The capital:	
The flag:	
The symbols (for example an animal, a flower):	
What is great about the country?	

1 Dopisz brakujące litery w przymiotnikach.

- Zac isn't q ui e t.
- Lisa is k nd.
- Zac is fr ndl .
- Jeff and Ruby aren't sp rt .
- Jeff is cl v r.

2 Napisz zdania przeczące. Użyj krótkich form czasownika *be*. W każdej parze zakreśl to zdanie, które jest zgodne z prawdą.

- I am 9 years old.
 I'm not 9 years old.
- I'm sporty.


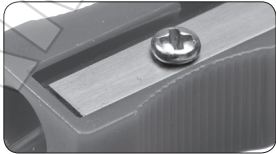
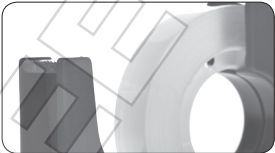
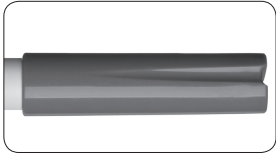
- My mum's an inventor.

- My English teacher is helpful.

- We're in Poland.

- The Polish flag is white and blue.

3 Rozpoznaj przybory szkolne po ich fragmentach i podpisz je. Ostatnia litera jest podana.

1		2	
	It's a <u>glue stick</u> .		It's a _____r.
3		4	
	It's _____e.		It's a _____n.

4 Odpowiedz na pytania zgodnie z prawdą.

- Are Zac, Lisa, Ruby and Jeff friends?
Yes, they are.
- Are they from England?
_____, they _____.
- Is Lisa 9 years old?
_____, she _____.
- Are Ruby and Jeff sporty?
_____, they _____.
- Is Professor Iggy an inventor?
_____, he _____.

5 Uzupełnij dialog wyrazami z ramki. Jeden wyraz jest zbędny.

Yes France ~~much~~ No from Is pen

- A: How¹ much is the gel² _____?
- B: It's 50p.
- A: Where is it³ _____?
- B: It's from⁴ _____.
- A:⁵ _____ it blue?
- B:⁶ _____, it is.



6 Jak dobrze potrafisz wykonać poniższe zadania? Pokoloruj odpowiednią buźkę.

- Potrafę opisać, jaki ktoś jest.
- Potrafę nazwać przybory szkolne.
- Potrafę powiedzieć, skąd pochodzę.
- Potrafę powiedzieć, z jakich krajów pochodzą osoby i przedmioty.
- Potrafę rozpoznać i opisać flagi.
- Potrafę zapytać o cenę i udzielić odpowiedzi.

1  Oderwijcie po jednym pasku. Zagrajcie w grę.

How do you spell kind?

Odpowiedź: **K-I-N-D**

How do you spell funny?

Odpowiedź: **F-U-N-N-Y**

Wymień trzy cechy charakteru, poznane w rozdziale 2.

Odpowiedź: **funny, friendly, sporty, kind, clever, quiet, shy, helpful**

Are you sporty?

Odpowiedź: **Yes, I am. / No, I'm not.**

Wymień trzy nazwy przyborów szkolnych, poznanych w rozdziale 2.

Odpowiedź: **crayon, felt-tip pen, gel pen, glue stick, noticeboard, ruler, sharpener, sticky tape**

Are you shy?

Odpowiedź: **Yes, I am. / No, I'm not.**

Is your English teacher from Poland?

Odpowiedź: **Yes, he/she is. / No, he/she isn't.**

Where are you from?

Odpowiedź: **I'm from ...**

Odpowiedz pełnym zdaniem: *Are Ellie and Eddie inventors?*

Odpowiedź: **No, they aren't inventors.**

Dokończ zdanie: *The flag of France is ...*

Odpowiedź: **blue, white and red.**

Dokończ zdanie: *The flag of Germany is ...*

Odpowiedź: **black, red and yellow.**

Czy pamiętasz Profesora Iggyego z historyjki w lekcji 4.?

Odpowiedz: *What's Professor Iggy's dangerous invention in Unit 2?*

Odpowiedź: **A computer.**

Zapytaj sprzedawcę, ile kosztuje linijka. Zacznij od *How much ...*

Odpowiedź: **How much is the ruler?**

Czy pamiętasz Davida ze scenki w lekcji 6.? Odpowiedz: *Where is David from?*

Odpowiedź: **He's from Argentina.**

Unit 2

Lesson 2

Student's blog

1

Type of activity: Writing negative sentences.

Organisation: Individual work.

Time: 10 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 3.

INSTRUCTIONS

- Elicit the names of the four main characters from the Student's Book (*Zac, Jeff, Lisa, Ruby*). Find out what students remember about each person.
- Hand out the copies of the worksheet. Go through the rubrics and the example with students. Next, students correct the underlined sentences by writing negative sentences. When they have finished, they compare their answers in pairs. Check the answers with the whole class.
- Extension:** Students write positive and negative forms of the sentences in Activity 1, using the full form of the verb *be*. They can either work individually or volunteers can write the sentences on the board. Next, ask the class to correct the underlined sentences on the worksheet by replacing the last word in each sentence – the adjective or noun – with a word that is true for each of the characters, e.g. 1. *I'm friendly*, 2. *She's helpful*, 3. *He's quiet*, 4. *They're 9*, 5. *We're friends!* 6. *You're sporty*. Different answers are possible to those as long as they're based on Activity 1 page 22 of the Student's Book.

KEY

- 1 I'm not shy. 2 She isn't sporty. 3 He isn't funny.
4 They aren't 10. 5 We aren't inventors!
6 You aren't quiet.

2

Type of activity: Matching questions and answers.

Organisation: Individual and pair work.

Time: 5 minutes.

Preparation: One worksheet per student – use the same worksheet as in Activity 1 above.

To use: After Activity 3.

INSTRUCTIONS

- Ask students to match the questions and answers. Elicit the answers. Accept any answers that do not directly come from the text in the Student's Book, provided students can give a convincing reason for their answer, e.g. Professor Iggy may also be perceived as funny. Encourage the class to answer with full sentences, e.g. *Ruby is shy*. Students then repeat the activity in pairs, taking turns to read the questions and the answers.
- Alternative version:** Students first cover the names on the right and answer the questions from memory. Next they uncover the names, do the matching activity and check to see if they gave the same answers as before.

KEY

- 1c, 2e, 3f, 4a, 5d, 6b

3

Type of activity: Sentence completion.

Organisation: Individual and pair work.

Time: 10 minutes.

Preparation: One worksheet per student – use the same worksheet as in Activity 1 beside.

To use: After Activity 3.

INSTRUCTIONS

- Ask students to complete each sentence with one of the adjectives in the box. Discourage them from using the same adjectives in different sentences if possible. Provide a model by giving your own examples orally, e.g. *I'm friendly*, *I'm not shy* etc. In sentence 4 students need to write the name of one of their friends.
- Put students into pairs (Student A and Student B). Student A reads out the adjectives he or she wrote in a random order. Student B matches a sentence to the adjective, e.g. A: ... *helpful*. B: *My English teacher is helpful!* When they have completed the task, they swap roles.

Unit 2

Lesson 3

How much is the ruler?

1

Type of activity: Card game: *Dominoes*.

Organisation: Pair and group work.

Time: 30 minutes.

Preparation: Copy one worksheet per student. This should be cut up into cards by either the teacher or students.

To use: After Activity 6.

INSTRUCTIONS

- Give a set of cards to each pair of students. Explain that the cards illustrate the classroom objects and furniture from Units 1 and 2. Students shuffle the cards. When you say: *Start!* each pair lays their cards in a circle, using the full set of dominoes, matching the pictures to the words. Pairs swap places in order to check each other's circles.
- Students then form groups of three. Each group needs three sets of dominoes. The groups shuffle and deal the cards so that each person gets 6 dominoes. The rest of the cards are placed face down in a pile.
- Explain the rules of the game. One student lays a domino in the centre. The next student lays a matching card – either the picture to match the word or vice versa. If they do not have a matching card in their hand, they draw new cards from the pile until they have a matching card, which they then place on the table. As they do so, they have to use one of the words on their card in a sentence, e.g. *How much is the felt-tip pen? It's a red ruler.* If they are unable to do so, they can ask other players for help but they miss one turn before they can lay their card and say the sentence that has been suggested by another player. The aim of the game is to get rid of all the cards. The first player to do so wins the game.
- Students play the game. More than one round may be played.
- **Extension.** Distribute one set of cards so that each student in the class has one domino card. Remove any surplus cards from play. Explain the rules. The person holding the domino with the picture of a (pencil) sharpener stands at the front of the class and makes a sentence: *It's a (pencil) sharpener.* If someone has the word that matches a picture, they stand behind the person with the picture card, having first compared cards and made a sentence about the object in their picture. The game continues until a line

has been formed. Explain that the game will be timed. Students play the game. Inform students how long the game took. Collect, shuffle and deal the cards again. Ask students to repeat the game with their new cards and try to complete the game in less time than the previous round.

KEY

The correct arrangement of the cards is shown on the worksheet, forming a zig-zag pattern from left-hand column to right-hand column.

Unit 2

Lesson 4

Iggy the Inventor

1

Type of activity: Gap fill.

Organisation: Individual work.

Time: 15 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 2.

INSTRUCTIONS

- Ask students to name the people and the inventions from the story, e.g. *Professor Iggy, felt-tip pens with LEDs*. Elicit what they remember about the story, e.g. *The new invention is a computer. It's a dangerous invention.*
- Hand out the copies of the worksheet. Ask students to complete the dialogues from the story, using the options in the box, as in the example. Point out there are two extra answers.
- When the task has been completed, they compare their answers in pairs. Check the answers with the whole class.
- Read out the dialogues from the pictures, replacing some words with incorrect ones, e.g. *Hey, what are they? They're schoolbags with LEDs*. When students spot a mistake, they raise their hand. Give the class time to correct you.

KEY

b *No, they aren't.* c *Yes, it is.* e *No, I'm not.*

2

Type of activity: Picture description.

Organisation: Individual work.

Time: 10 minutes.

Preparation: One worksheet per student – Use the same worksheet as in Activity 1 above.

To use: After Activity 4.

INSTRUCTIONS

- Ask students to improve one of the three inventions that Iggy created in the story. They can see the inventions in Activity 1. They may add extra features to the inventions or make the flexible computer safer.
- When students have finished, ask them to write the answers to the questions about their invention. Ask one volunteer to show their design to the class and elicit his or her answers on the board as a model for the rest of the group.
- Alternatively, you can write the following on the board: *1 It's a/an ... 2&3. Yes, it is / No, it isn't.* Point out to students that they should copy and complete the sentence in order to answer question 1 and copy the correct short answer in 2 and 3.
- In pairs, students compare their designs and act out a dialogue, by asking the questions about their classmate's design and listening to the answers.

Unit 2

Lesson 6

In the playground

1

Type of activity: Mingle.

Organisation: Whole class work.

Time: 25 minutes.

Preparation: Copy one worksheet cut up into cards per 10 students.

To use: After Activity 4.

INSTRUCTIONS

- Ask students to imagine that they are at an international summer camp. They are all going to have a different name and come from a different country. Hand out the cards – one per student. With fewer students, e.g. 8, use cards 1–8 only.

- Ask students to read their cards to themselves. They should choose their new name – the first option on the card is a girl's; the second is a boy's. Explain that they should mingle and find two people from the countries that are written on their cards. They cannot show their cards to anyone at any time.
- Students mingle and talk to one classmate at a time. Write a model dialogue for pairs of students to act out:

A: *Hi, I'm (Victor). What's your name?*

B: *My name's (Rosa). Nice to meet you.*

A: *Where are you from?*

B: *I'm from (Spain). And you?*

B: *I'm from (France).*

- If they find someone from the country on their card, they write down that individual's new name. They may need to ask: *How do you spell your name?* to ensure that they write the name correctly. Model the activity with a pair of volunteers.
- Set a time limit of 10 minutes. Then find out how many students have managed to complete their cards.
- Put students into pairs. Encourage students to recall as many of the names and countries from the the role-play as possible, by saying: *It's (Evan). He's from the USA.*
- Students stand in a circle. Point to each student one by one. Their classmates try to recall this person's name and country in the game. If no one can remember the names and/or countries, that particular student introduces themselves.

Unit 2

Lesson 7

Around the world

1 and 2

Type of activity: Reading comprehension.

Organisation: Individual work.

Time: 10 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 5.

INSTRUCTIONS

- Hand out the copies of the worksheet. Let students talk in pairs first. Elicit what the class knows about the USA and Italy respectively. Accept answers in Polish.

- Ask students to compare their suggestions with the information in the texts. Explain the meaning of *the capital, bald eagle, rose, wolf, olives*. Ask about the categories from the box in Activity 1 and elicit the answers in English, e.g. *Is it a big country? What language is spoken in this country?* etc.

3

Type of activity: A description.

Organisation: Individual and group work.

Time: 30 minutes.

Preparation: One worksheet per student – use the same worksheet as in Activity 1 above.

To use: After Activity 5.

INSTRUCTIONS

- Ask students to select a country they find interesting. They may either use the countries from Unit 2 of the Student's Book or a country of their choice. Ask them to complete the table with the relevant information about the country. If you have internet access in class, ask them to search for the information they need online; otherwise, help with the answers yourself or assign the research task as homework. Once the table has been completed and checked by you, students use it to write a description of the country. Refer them to the texts in Activity 1 as a model. Optionally, they can sketch a map of their country on the other side of the worksheet. Monitor the task, providing help where necessary.
- **Extension:** In groups of 4-5, students take turns to read their descriptions. They omit the name of the country and provide a translation of any unfamiliar words. Other group members try to guess the country that has been described. Ask the groups to report back on what information they remember about the countries that have been described.

Unit 2

Lesson 8

Revision workout

Type of activity: Vocabulary and grammar revision.

Organisation: Individual work.

Time: 30 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 3, Grammar.

INSTRUCTIONS

- Hand out the copies of the worksheet. Go through the instructions to Activity 1, explaining anything that is unclear. Give students sufficient time to complete the task. Then ask them to compare their answers in pairs before you check with the whole group.
- Repeat the procedure for the remaining activities: 2-5. Point out that in Activity 2 students need to put circle the true sentences.
- Explain that Activity 6 is a self-assessment task and that students do not need to show their responses to anyone. It does not affect their grade. Explain that students should colour in the right face, depending on how well they think they can do each task, e.g. the smiling face for *perfect*, the neutral face for *average*, and the sad face for *I need to revise this*.

KEY

1

1 quiet 2 kind 3 friendly 4 sporty 5 clever

2

1 I'm not 9 years old. 2 I'm not sporty. 3 My mum isn't an inventor. 4 My English teacher isn't sporty.

5 We aren't in Poland. 6 The Polish flag isn't white and blue.

3

1 glue stick 2 (pencil) sharpener 3 sticky tape

4 felt-tip pen

4

1 Yes, they are. 2 Yes, they are. 3 No, she isn't.

4 No, they aren't. 5 Yes, he is.

5

1 much 2 pen 3 from 4 France 5 Is 6 Yes.

Extra word: No.

Unit 2

Grammar summary

Type of activity: Mingle - vocabulary and grammar revision.

Organisation: Whole class work.

Time: 25 minutes.

Preparation: Copy one worksheet per 15 students.
Cut along the lines in order to get separate tabs that students can tear off.

To use: After *Grammar summary*.

INSTRUCTIONS

- Stick the worksheet with the tear off tabs on the board. Ask students to line up in numerical order according to their house or flat numbers. Students must use English, e.g. *My (house/flat) number is 22*. Following this order, they tear off one tab each. If you have fewer than 15 students, any remaining tabs can be left on the worksheet.
- Students read their questions or the incomplete sentences and suggested answers. Clarify any problems. Next, each student finds a partner and asks them their question. They cannot show the questions to each other. They should make sure that their partner answers the question, using a full sentence or following the suggestion on the card. Once they have asked and answered each other's questions, they exchange tabs and find a new partner. Demonstrate the activity with a volunteer.
- Students mingle, trying to speak to as many people as possible. If the same question is repeated, they answer it again provided it is with a different partner. They can also talk to any previous partners as long as they have different questions. Set a time limit of 10–15 minutes depending on the number of students in the class.
- Ask students to return to their seats. They should take turns to read out their questions and select a random person to answer. Everyone listens and provides help if there are any problems.
- If there are any tabs left on the worksheet, call for a volunteer to ask the class the questions. Students raise their hand if they know the answer. Choose a different person to answer each question.