

Unit 1

Lesson 2

We're four friends!

1

Type of activity: Gap fill.

Organisation: Individual work.

Time: 10 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 4.

INSTRUCTIONS

- Ask students to name as many characters as they can remember from the Student's Book.
- Hand out the copies of the worksheet. Ask students to complete the sentences with the correct word from the box. When they have finished, they should match the sentences to the characters in the pictures. Check the answers with the whole class.
- Ask students to cover the sentences and look at the pictures only. Find out if they can recall the sentences about each character from memory. Students repeat the activity in pairs, with one person saying the sentences from memory and the other checking the answers (optional). They then change roles.

KEY:

1 c, am 2 a, He 3 f, She ... are 4 e, is 5 b, They 6 d, It

2

Type of activity: Picture description.

Organisation: Individual and pair work.

Time: 10 minutes (Alternative version: 25 minutes).

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

To use: After Activity 5.

INSTRUCTIONS

- Focus students' attention on the characters in the picture. Ask students to imagine that they know the people and pets illustrated. They should choose two of them and prepare a short description that includes their names and ages.
- Set a time limit of 6 minutes. In pairs, students exchange their worksheets and read the descriptions. They then try to guess which character each description refers to.

- Alternative version. Divide students into groups of eight and assign each character to a different person in the group. Students write a description of their character. Next, they mingle with their group, listen to the descriptions and label each character on their worksheet with their name and age, e.g. *Tom, 18*. They cannot show each other the descriptions but they may spell the names in order to help label the pictures.

Unit 1

Lesson 3

In the classroom

1

Type of activity: Memory card game.

Organisation: Pair work.

Time: 20 minutes.

Preparation: Copy one worksheet per pair of students. Either the teacher or the students should cut them up into individual cards.

To use: After Activity 3.

INSTRUCTIONS

- Give a set of cards to each pair of students. Ask students to match the pictures with the words. Then ask them to alphabetise the words and check the answers with the whole class.
- Ask students to separate the words and the pictures. They should spread the two sets face down on their desk.
- Explain the rules of the game. Students take turns to turn over the cards: one picture card and one word card. They name the object in the picture and read out the word. If the two cards match, the player should keep them and turn over another pair of cards. If the cards do not match, the player turns them back over and it is the other player's turn. The winner is the one with the most pairs at the end of the game.
- Students play the game. They can play more than one round.

KEY

alphabetising: board, book, chair, computer, desk, notebook, pen, pencil, pencil case, rubber, schoolbag

Unit 1

Lesson 4

Iggy the Inventor

1

Type of activity: Gap fill.

Organisation: Individual work.

Time: 20 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 2.

INSTRUCTIONS

- Ask students to name as many of the characters from the story in the Student's Book as they can remember. Elicit what they can remember about the story, e.g. *Ellie and Eddie are new students. (Their) Dad is an inventor. Miss Blake is a teacher.*
- Hand out the copies of the worksheet. Ask students to complete the sentences from the story with the correct words. They should look at the accompanying pictures to find the answers. Alternatively, you can write the missing words in a jumbled up order on the board: *invention, notebook, pencil, rubber, pencil case.*
- When students have finished, they circle the correct article: *a* or *an*. Check the answers with the whole class.
- Ask students to cover the sentences and look at the pictures. Encourage students to recall the sentences from memory for each picture.

KEY

1 a ... pencil, a ... pencil 2 a ... rubber 3 an ... pencil case,
a ... notebook 4 a ... car 5 a ... invention

2

Type of activity: Picture description.

Organisation: Individual work.

Time: 10 minutes (25 minutes with extension).

Preparation: One worksheet per student – use the same worksheet as in Activity 1 above.
(Optional) Give two sticky notes to each student.

To use: After Activity 5.

INSTRUCTIONS

- Ask students to imagine another of Iggy's inventions. Ask a volunteer to read out the suggestions from the worksheet. You can hold a discussion in Polish as to what each of these objects might look like.

- Explain that students are going to design and describe a new invention. Students should finish the sentence *It's ...* with an adjective and a noun as in the suggestions below the rubric on the Worksheet. The adjectives can refer to size, colour, opinion etc. Students can either use the ideas that have been discussed or come up with a completely new invention.
- Set a time limit of 8 minutes. Once the time is up students show their drawings and read out their descriptions in small groups.
- **Extension:** Display the drawings in the classroom. Students walk around the classroom, studying the inventions. Then they vote for the best invention by sticking their notes under their preferred picture. They can cast two votes, each for a different invention. They cannot vote for their own design.
- Collect the notes and get the class to count the votes in English. Announce the winner and encourage the class to applaud.

Unit 1

Lesson 6

A new student in the class

1

Type of activity: Information gap.

Organisation: Individual and pair work.

Time: 20 minutes.

Preparation: Copy one worksheet per student.

To use: After Activity 5.

INSTRUCTIONS

- Ask students to imagine that they have a new student in their class. This person has moved here from the UK and does not speak Polish. He or she will need a school identification card.
- Divide the class into pairs. Hand out the copies of the worksheet. Ask students to fold over or cut off the part with Activity 2 in order to focus on Activity 1.
- Assign the roles of Student A and Student B to each pair. Student A reads their role and completes the card with the necessary imaginary data. Student B reads their role and decides which questions to ask and in what order. Students then act out a dialogue between the new student and the teacher. They should not show each other their cards until Student B has noted down

all the answers. After the conversation has finished they compare their notes.

- Ask students to change roles and repeat the activity.

KEY

Suggested order of questions:

- 1 What's your name?
- 2 What's your surname?
- 3 How do you spell ...?
- 4 How old are you?
- 5 What's your locker number?

2

Type of activity: Recalling numbers.

Organisation: Pair work.

Time: 5 minutes.

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

To use: After Activity 5.

INSTRUCTIONS

- Students place the worksheet face down on their desks. Explain that the picture in Activity 2 illustrates an everyday scene at school, which involves the four main characters from the Student's Book. Ask students to recall the names of the characters (Zac, Jeff, Ruby, Lisa).
- When you shout *Go!*, students should turn over the worksheet and study the picture for 60 seconds, trying to remember as many details as possible. Signal when students are to begin the task.
- When the time is up, ask students to turn their worksheet face down again. Put them into pairs and ask one question: *There are eight numbers in the picture. What are they?* Students work together and try to remember and write down the numbers on the back of the worksheet.
- After 3 minutes ask the class to dictate the numbers to you. Write what they say on the board or ask a volunteer to do so. Then ask students to look at the picture again and check if all the numbers are on the board.

KEY

13, 15, 80, 40, 67, 29, 51, 75

Unit 1

Lesson 7

Around the world

1

Type of activity: Reading.

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. Ask students to look at the drawings and decide what they illustrate without reading the texts. Elicit suggestions from the class. Answers in Polish are acceptable.
- Ask students to read the texts. Check if students understand the following words from the texts: *favourite, language*. You may need to revise the words *difficult, easy, vowel*, which the class was introduced to in the Student's Book.

2 and 3

Type of activity: Writing a word 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

- Remind students of the categories of words from Activity 1: 1. *My favourite English word*, 2. *An English word in my language* and 3. *A short English word*. Elicit examples of different words for these categories.
- Ask students to think of and choose one word in each category. They can either use the examples they have heard or different words. Get students to complete the table with the necessary information about their words.
- Explain that they should choose one of the words from the table and write a description of the word. They can also use the texts in Activity 1 as a model. Finally, they should illustrate the word. Walk around the classroom and provide help where necessary.
- **Extension:** Divide students into groups of 4-5 and ask each group to form a circle. Students pass their descriptions and drawings around the circle so that

everyone can read all the descriptions and ask about anything that is unclear. When they have finished, they place their worksheets face down and, working as a group, try to recall each person's word and category. The person whose word is being described remains silent.

Unit 1

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 6.

INSTRUCTIONS

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

KEY

1 a 15, fifteen b 36, thirty-six c 70, seventy d 20, twenty

2 1 schoolbag 2 chair 3 desk 4 pen 5 pencil case
6 board

3 1 an 2 a 3 a 4 an

4 1 is 2 am 3 is 4 are 5 are

5 1 red 2 big 3 an 4 small 5 (first) number

6 students' own answers

Unit 1

Grammar summary

Type of activity: Card game - vocabulary and grammar revision.

Organisation: Group work.

Time: 25 minutes.

Preparation: Copy one worksheet per group of 4 students. Either the teacher or the students should cut them up into individual cards.

To use: After *Grammar summary*.

INSTRUCTIONS

- Divide the class into groups of four. Give a set of cards to each group to shuffle and place down on the desk in a pile.
- Explain the rules of the game. Students take turns to draw one card at a time. They read the card to themselves and then ask their question to the group. The player who answers the question correctly first wins the card and scores one point. It is now the next player's turn, and the game proceeds clockwise. If no one knows the answer, the card is put to one side and it is the next player's turn. The winner is the one with the most cards at the end of the game.
- The groups play the game until there are no cards left. The game can be repeated with different rules: in this version no points are collected, but players nominate an individual group member to answer the question on the card.