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| Tydzień | Ilość lekcji | Materiał nauczania | **Cele lekcji**  **Aims of the lesson** | **Struktury i funkcje językowe** | **Słownictwo**  **Vocabulary** | **Sprzęt i materiały**  **Aids and materials** | |
| 1. | 1. | 1.1 Hello  Student’s book P 5  Workbook P 5 | To sing a song.  To greet someone.  To introduce oneself. | **Konstrukcje czynne:** I’m… Let’s say hello.  let’s say bye-bye.  **Konstrukcje bierne**: What can you see in the picture? Look. Repeat after me. Listen. Stand in a circle. Open your books. | **Słownictwo czynne:** Hello, Bye -bye;  **Słownictwo bierne:** look, repeat, listen, stand, circle; | Pacynki czterech bohaterów książki (Student’s Book strona 89.);  Student’s book  Podczas wszystkich zajęć powinien być dostępny odtwarzacz CD oraz komputer + projektor + tablica interaktywna;  World Watch 1 Module 1 part 1 Worksheet exercise 4; | |
| 1. | 2. | 1.2 Young Stars  Studen’s book  P 6-7  Workbook P 6-7 | To identify the main characters of the book.  To introduce oneself and inquire about one’s name. | **Konstrukcje czynne**: I’m… What’s your name?  **Konstrukcje bierne/powtarzane**: Point to a picture. Repeat after me. Repeat, please.  Listen to the CD.  Open your books. | **Słownictwo czynne:** Characters’s name: Ron, Matt, Tina, Lisa;  **Słownictwo bierne:**  sticker, point, listen, repeat, stand up; | Pacynki czterech bohaterów książki (Student’s Book strona 89.);  Nożyczki;  Taśma klejąca; | |
| 2. | 3. | 1.3 Once upon a time  Student’s book P 8-9  Workbook P 8-9 | To identify numbers 1-5.  To improve speaking skills | **Konstrukcje czynne:** What’s your name? I’m Jack. Here, Jack.  **Konstrukcje bierne/powtarzane:** Open your books. Listen to the story.  Look at the pictures.  What’s the boy’s name? What does the old man give Jack? Who is the woman in Frame 2? How many beans are there? What happened when Jack planted the beans? Repeat, please.  Point to … | **Słownictwo czynne:** Jack and the Beans: old man, mum, beans, plant beans, sprout, grow, beanstalk, coin, shoes;  one, two, three, four, five, apples, kites, flowers;  **Słownictwo bierne: l**isten, look, repeat; | Kostium i akcesorie do sceny *„Jack and the Beans”;* | |
| 2. | 4. | 1.4 Let’s play  Student’s book P 10  Workbook  P10 | To ask and answer about one’s well-being  To revise and consolidate the numbers 1 -5.  To practice asking about names and giving answers.  To practice the greetings. | **Konstrukcje czynne:** What’s your name? I’m … How are you? Fine, thanx.  **Konstrukcje bierne/powtarzane:**  Open your books.  Sit in a circle.  Clap your hands. | **Słownictwo czynne:**  Numbers 1-5;  World Watch 1, episode 1, part2:  Listen, sit down, a student, please;  **Słownictwo bierne:**  Listen, repeat, volunteer,  Circle; | Student’s book- wycinanka PP 91;  Plastikowa torebka;  World Watch 1, episode 1, part2; | |
| 3. | 5. | 1.5 Cross-curricular  Student’s book P 11  Workbook P 11 | To provide students with cross-curricular information on Maths.  To identify three basic geometric shapes. | **Konstrukcje czynne**: What’s your name? I’m … How are you? Fine, thanx It’s a …triangle... **Konstrukcje bierne/powtarzane:** Open your books. Point to.  Listen carefully.  What can you see in the picture? Let’s listen,  Let’s watch,  Can you count? Let’s count together. Repeat, please. | **Słownictwo czynne:** Shapes: a circle, circles, a triangle, triangles, a square, squares;  Dodatkowe słownictwo: a car, the sun, a tree, a house, a flower, flowers;  **Słownictwo bierne**: picture, book, see, listen, repeat;  World Watch 1, episode 1, part 1: watch, listen, repeat, look, welcome; | Flashcards: *triangle, square, circle;*  Wycięte kształty w ilości równiej liczbie uczniów oraz pudełko, do którego można je schować;  World Watch 1, episode 1, part 1 -nagranie, Worksheet exercise 1 | |
| 3. | 6. | 1.6 Story  Student’s book P 12 - 13  Workbook P 12 | To revise and consolidate vocabulary and structures presented in previous lessons through a story | **Konstrukcje czynne:** What’s your name? I’m … How are you? Fine, thanx. It’s …  **Konstrukcje bierne/powtarzane:** Close your eyes.  Open your eyes.  Open your books.  Sit in a circle.  Clap your hands. Repeat, please. Listen.  What are the fathers’ names? Is this a circle? Is this a triangle? Is this a circle? How many circles are there? | **Słownictwo czynne:** square, circle, triangle, look, hello;  **Słownictwo bierne:** listen, repeat, count; | Flashcards z *liczbami od 1-5*;  Opaska na oczy ;  Masa mocująca;  World Wide 1 Module 1 part 2 Worksheet exercise 2; | |
| 4. | 7. | 1.7 Revision  Student’s book P 14  Workbook P 13 | To revise and consolidate vocabulary and structures presented in previous lessons. | **Konstrukcje czynne:** What’s your name? What’s his/her name? I’m … How are you? Fine, thanks. See you next time  **Konstrukcje bierne/powtarzane**: Open your books.  Close your eyes. Open your eyes. | **Słownictwo czynne:** Dodatkowe słownictwo: Workbook – hot-air balloon, ball, the sun, kite, roof, house, basket of hot-air balloon, grass, letterbox, T’shirt, fence, mountain;  **Słownictwo bierne**: remember, count, open, close;  World Watch 1, episode 1, part 3: answer; | World Watch 1, episode 1, part 3 ;  Flashcards – liczby, kształty;  Masa mocująca; | |
| 4. | 8. | Test |  |  |  | Kopia: Test 1 | |
| 5. | 9. | 2.1 School  Student’s book pp 15  Workbook  pp 15 | To sing a song  To give and follow orders | **Konstrukcje czynne:** Sit down,  Stand up,  Clap your hands  **Konstrukcje bierne/ powtarzane**: Open your books,  Point to … Listen to a song. Listen carefully. | **Słownictwo czynne**: Sit down, stand up, clap your hands, books;  **Słownictwo bierne**: open, close, remember, point, listen; | Flashcards: sit down, stand up, clap your hands – kopia dla nauczyciela oraz zestaw kart obrazkowy dla każdej grupy;  World Watch 1 Module 2 Worksheet exercise 4; | |
| 5. | 10 | 2.2 Young Stars  Student’s book pp 16-17  Workbook  pp 16-17 | To identify classroom objects  To present objects | **Konstrukcje czynne**: How are you? This is …a pen...  **Konstrukcje bierne/powtarzane**: Where are the girls? Whi is the wolan in the background? What’s the little girl’s name? What does Lisa show Katie in each frame?  Why are Lisa and her mum laughing? Open your books.  Point to … | **Słownictwo czynne:** bag, pen, book, pencil, circle;  **Słownictwo bierne**: listen, point; | Flashcards: pen, pencil, book, bag;  Opaska na oczy;  Małe pudełko;  World Watch 1 Module 2 Worksheet exercise 3; | |
| 6. | 11. | 2.3 Our world  Student’s book: pp 18-19  Workbook:  pp 18-19 | To learn and identify colours | **Konstrukcje czynne**: How are you? What colour is it?  **Konstrukcje bierne/powtarzane**: Point out. Listen carefully. Open your books. | **Słownictwo czynne**: red, blue, yellow, green, rainbow, beautiful;  Dodatkowe słownictwo: workbook: bag, pen, pencil, book, triangle, circle, square;  World Watch 1 episode 2 part 1: pink, orange, black;  **Słownictwo bierne**: listen, point; | Flashcards: czerwony, niebieski, żółty, zielony;  Zestaw flashcards z poprzedniej lekcji dla każdego ucznia;  Kredki;  Masa mocująca;  World Watch 1 episode 2 part 1 Worksheet exercise 1; | |
| 7. | 12. | 2.4 Let’s play  Student’s book pp 20  Workbook pp 20 | To revise the classroom objects  To revise the colours | **Konstrukcje czynne**: Let’s play a game. This is … What colour is it?  **Konstrukcje bierne/ powtarzane**: Open your books. Point to a picture. Repeat, please. | **Słownictwo czynne**: pencil, book, crayon, pen, bag, red, blue, green, yellow, triangle, square, circle;  **Słownictwo bierne**:  point, listen, repeat; | Flashcards –kolory Flashcards – przedmioty szkolne;  Czysta kartka papieru A4;  Przedmioty szkolne; | |
| 8. | 13. | 2.5 Cross-curricular  Student’s book pp 21  Workbook pp 21 | To provide students with cross-curricular information on Art  To learn and identify the colours | **Konstrukcje czynne**: What colour is it?  What can you see in the picture?  **Konstrukcje bierne/powtarzane**:  Open your books. Close your books.  Repeat, please. | **Słownictwo czynne**: World Watch 1 episode 2 part 3: red, blue, green, yellow, pink, orange, black, rainbow;  Workbook: bucket;  **Słownictwo bierne**: open, close, listen, repeat; | Flashcards - kolory kredki w kolorze różowym i pomarańczowym;  Kolorowe kartki papieru, kolorowe magazyny;  Brystol;  World Watch 1 episode 2 part 3; | |
| 9. | 14. | 2.6 Story  Student’s book pp 22-23  Workbook pp 22 - 23 | To revise and consolidate vocabulary and structures presented in previous lessons through a story | **Konstrukcje czynne**: Please, sit down. Now listen. This is a … Hello, I’m … What’s your name?  **Konstrukcje bierne/powtarzane**:  Open your books. Close your books. Listen carefully.  What does the teacher look like? What does the teacher ask students to do? What do children look like? What are their names? What colour are Percy and Penny? What are they doing? What happened to Orange and Pink? What happened to Percy and Penny? What colour are Percy and Penny now? | **Słownictwo czynne**: pen, pencil, bag, book, stand up, sit down, clap your hands, circle, square, triangle, rubber;  **Słownictwo bierne**: listen, look, repeat, open, close; | Flashcards – kolory; | |
| 9. | 15. | 2.7 Revision  Student’s book pp 24 Workbook pp 23 - 24 | To revise and consolidate vocabulary and structures presented in previous lessons. | **Konstrukcje czynne**: This is … It’s …  **Konstrukcje bierne/powtarzane**: Open your books.  Listen carefully. | **Słownictwo czynne**: stand up, sit down, clap your hands, a bag, a book, a pencil, a pen, red, blue, yellow, orange, green, pink; **Słownictwo bierne**: open, close, listen, repeat, look; | Flashcards z modułu 2;  World Watch 1 Module 2 part 2 – nagranie Worksheet exercise 2; | |
| 10. | 16. | Test 2 |  |  |  | Kopie: Test 2. | |
| 10. | 17. | 3.1 Numbers  Student’s book pp 25  Workbook pp 25 | To identify the numbers 6-10;  To ask about one’s age; | **Konstrukcje czynne:** How old are you? I’m (six). You’re (seven). High Five  **Konstrukcje bierne/powtarzane**: How are you? Are you ready to start? Point to… (number seven) Let’s say the number again. Can you count? Look. Listen. Let’s listen to some children. | **Słownictwo czynne:** six, seven, eight, nine, ten, a boy a girl, happy, numbers, one, two, three, four, five;  **Słownictwo bierne:**  listen, point, again, draw, colour, say, repeat, candles, a cake, balloons; | Dwa zestawy flashcards z liczebnikami 1-10;  Stopper;  World Watch 1 episode 3 part 2 -nagranie  Worksheet exercise 1 i 2; | |
| 11. | 18. | 3.2 Young Stars  Student’s book pp 26 - 27  Workbook: pp 26 – 27 | To learn to wish one a happy birthday;  To learn to offer a present to a friend. | **Konstrukcje czynne:** Happy birthday This is for you. Thanks! You are (my friend). How old are you? I’m … It’s … a bag…  **Konstrukcje bierne/powtarzalne:** Here you are. Repeat, please.  Point out/point to … Where are the children going? What’s Ron’s present to Matt? What do the children wish Matt? What’s the racoon’s name? Are Matt and Ron friends? Work in pairs. Listen. Act out. Look.  Tick. Count. Find. Circle. Colour. Say the words. | **Słownictwo czynne**: friend, racoon, book, bag, a pen;  **Słownictwo bierne:** a boy, a girl, a present, an envelope,; | Flashcards przedstawiające *racoon* oraz *friend*;  Kolorowe mazaki lub kredki;  Kartki A4;  Koperta dla każdego ucznia; | |
| 11. | 19. | 3.3 Once upon a time  Student’s book: pp 28 - 29  Workbook: pp 28 - 29 | To talk about physical appearance | **Konstrukcje czynne:** He’s (tall). She’s (short). How old are you? This is for you. Thanks.  Happy birthday.  **Konstrukcje bierne/powtarzane:** Repeat, please.  Point. Find. Follow.  Match. Say. Point to… Look. Listen.  Repeat. Tick. Open the books.  What’s the girl’s name? What does Snow White think of the dwarf in Frame 1? What does the dwarf think about Snow White in Frame 2? How many dwarves are there? Why is Snow White laughing in Frame 4? Can you count? Let’s meet the number family. Look at Mr 9. Look at Mrs 7. | **Słownictwo czynne:** tall, short, funny, he, she, Snow White, one, two, three, four, five, seven, seven;  **Słownictwo bierne:** repeat, dwarves, listen, a boy, a girl, look, repeat; | Flashcards przedstawiające *tall, short, funny*;  Stare gazety/ magazyny;  Nożyczki;  Masa mocująca;  World Watch 1  Module 3 part1 – nagranie Worksheet exercise 3; | |
| 12. | 20. | 3.4 Let’s play  Student’s book: pp 30  Workbook: pp 30 | To revise the numbers 5 – 10;  To revise adjectives; | **Konstrukcje czynne:** He’s (eight). She’s (short) How old are you? How old is he/she?  **Konstrukcje bierne/powtarzane:** Point to…. Say.  Open your books. Throw (a rubber). Listen. Tick. Work in pairs.  Repeat. Watch, listen and say. Am I funny? Yes, I’m funny. Are you funny? See you next time | **Sownictwo czynne**: one, two, three, four, five, six, seven, eight, nine, ten, tall, short, funny, he, she  **Słownictwo bierne:** a rubber, throw, listen, point, open, say; | Flashcards: numbers, short, tall, funny;  World Watch 1 episode 3 part3; | |
| 12. | 21. | 3.5 Cross-curricular  Student’s book: pp 31  Workbook: pp 31 | To provide students with cross-curricular information on Maths;  To revise the numbers 1-10 | **Konstrukcje czynne:** How many legs has … (a beetle got) …?  **Kontrukcje bierne/powtarzane:** Point to … Listen. Match. Count, please. Circle a number. Work in teams. Throw the ball. | **Słownictwo czynne**: legs, a beetle, a parrot, a spider, a cat, a crab, a starfish, one, two, three, four, five, six, seven, eight, nine, ten, ball, a book, a pencil, a triangle, a pen, a circle;  **Słownictwo bierne**: listen, count; | Flashcard przedstawiający nogi;  Flashcards przedstawiające numery od 1- 10;  Miękka piłka; | |
| 13. | 22. | 3.6 Story  Student’s book: pp 32-33  Workbook: pp 32 | To revise and consolidate vocabulary and structures presented in previous lessons through a story | **Konstrukcje czynne:** This is for you. Thanks.  Happy birthday. How old are you? I’m …  **Konstrukcje bierne/powtarzane:** Close your eyes.  Open your eyes. Open your book. Point out pictures.  Listen. Draw. Trace. Cover the page.  What colour is the bag? Who are they? What do the girls give Lizzy? What does Lizzy’s mum say? What’s special about the cake? Is Lizzy tall? What happened? What does she do? Why are they laughing? What special days do you celebrate? When are they? Do you celebrate birthdays? How? | **Słownictwo czynne:** numbers 1-10, birthday cake, tall, short, look, funny, friends, a present, a pink bag;  **Słownictwo bierne:** open, close, open, birthday party, draw, trace; | Flashcards z numerami od 1-10;  2 zestawy Flashcards przedstawiających słowa: *friend, racoon, tall, short, funny, legs*;  Taśma klejąca;  CD + odtwarzacz płyt;  World Watch 1 part 3 – worksheet; | |
| 13. | 23. | 3.7 Revision  Student’s book: pp 34  Workbook: pp 33 - 34 | To revise and consolidate vocabulary and structures presented in previous lessons. | **Konstrukcje czynne:** How old are you? I’m … This is for you.  Happy birthday. You are my friend.  **Konstrukcje bierne/powtarzane:** Open the books.  Follow. Close your books. Close your eyes.  Open your eyes. What’s missing? Listen. Point to… Tick. Count. Match.  Remember. | **Słownictwo czynne:** numbers 1-10, birthday cake, tall, short, look, funny, friends, a present, a pink bag;  **Słownictwo bierne:** open, close, open, birthday party; | Flashcards z numerami od 1-10;  Flashcards przedstawiające słowa: *friend, racoon, tall, short, funny, legs*;  Taśma klejąca lub masa mocująca;  Interactive Whiteboard Material:  – Steps – game - Revision; | |
| 14. | 24. | Test 3 |  |  |  | Kopie testu 3. | |
| 14. | 25. | 4.1 At home Song  Student’s book: pp 35  Workbook: pp 35 | To identify family members | **Konstrukcje czynne:** Who’s that? It’s my (sister)  **Konstrukcje bierne/powtarzane:** Open your books. Listen to a song. Point to the family members. Repeat, please.  Match. | **Słownictwo czynne**: hello, mum, dad, brother, sister;  **Słownictwo bierne**: listen, a song; | Flashcards z wyrazami: mum, dad, brother, sister;  Zdjęcia przedstawiające członków rodziny każdego dziecka;  Nożyczki; | |
| 15. | 26. | 4.2 Young Stars  Student’s book: pp 36 – 37  Workbook: pp 36 - 37 | To identify pets;  To talk about one’s pet | **Konstrukcje czynne**: It’s a (cat). Who’s that?  It’s my (sister). This is my pet.  **Konstrukcje bierne/ powtarzane**: Repeat, please.  Open your books.  Point to … What pet can you see in Frame 1? Who’s Matt introducing to his parents? What other pets has Matt got? Why do you think Matt’s parents don’t look very happy? Circle the correct picture.  Colour the picture. Look and match. Join the dots. | **Słownictwo czynne**: mouse, cat, dog, racoon, pet, mum, dad, sister, brother, look, new, blue, pink, orange;  **Słownictwo bierne**: repeat, listen, point, circle, say; | Frlashcards przedstawiające *mouse, cat, dog, pet*;  Zestaw powyższych fashcards dla każdego ucznia;  Flashcards przedstawiające: *mum, dad, sister, brother;*  Nożyczki;  Kopertę dla połowy grupy;  Taśma klejąca; | |
| 15. | 27. | 4.3 Our world  Student’s book: pp 38-39  Workbook: pp 38-39 | To identify pets;  To talk about one’s pets;  To revise structures presented in the previous lesson. | **Konstrukcje czynne:** This is my pet.  It’s my (cat).  This is my (cat). I’m (Tom). It’s yellow.  **Konstrukcje bierne/powtarzane:** Repeat, please. Point out, please./ Listen carefully. What’s the boy’s name? What’s Tim’s pet? What colour is his fish? What’s the girl’s name? What’s Fay’s pet? What colour is her pet? Colour. Stick and match. | **Słownictwo czynne:** yellow, orange, blue, green,rabbit, fish, bird, mouse, cat, dog, racoon  **World Watch 1 episode 4 part 2:** cat, black, white, fish, black, turtle, green, hungry, rabbit, white;  **Słownictwo bierne:** repeat, point, listen; | Obrazki zwierząt wycięte na poprzedniej lekcji;  Flashcards: *rabbit, fish, bird, mouse, cat, dog, racoon*;  World Watch 1 Module 4 part 2 – nagranie Worksheet exercise 1 i 2; | |
| 16. | 28. | 4.4 Let’s play  Student’s book: pp 40  Workbook: pp 40 | To identify furniture;  To identify prepositions of place;  To ask and answer about location; | **Konstrukcje czynne:** I’m (Linda). This is my (cat). It’s (yellow). Where is (Roon)? It’s on/under the sofa.  **Konstrukcje bierne/powtarzane:** Listen carefully.  Point to the picture.  I’m at the pet shop. Look at all these pets. | **Słownictwo czynne:** sofa, table, nazwy zwierząt domowych, on, under, przedmioty szkolne;  World Watch Module 4 part 1: pet shop, pets, cat, rabbit, fish, bird, turtle;  **Słownictwo bierne:** say, listen; | Flashcards: *sofa, table;*  Kartka A4 dla wszystkich uczniów;  World Watch 1 Module 4 part 1; | |
| 16. | 29. | 4.5 Cross-curricular  Student’s book: pp 41  Workbook:  Pp 41 | To provide students with cross-curricular information on Science;  To identify sea animals; | **Konstrukcje czynne:** Where is (Roon)? On/under the sofa. I’m…  World Watch 1 episode 4 part 3: Where is my rabbit? On the sofa.  **Konstrukcje bierne/powtarzane:**  Repeat, please.  Listen and point. Match animals to pictures. Answer the questions. | **Słownictwo czynne:** numbers 1-8, dolphin, octopus, land, sea;  **Słownictwo bierne:**  repeat, count, listen, point, animals, picture, match, draw, colour; | Flashcards: *octopus, dolphin*;  Dwa lub trzy zestawy flashcards przedstawiające dotychczas poznane zwierzęta: *racoon, mouse, cat, dog, rabbit, fish, bird;*  World Watch 1 episode 4 part 3 – nagranie Worksheet exercise 3; | |
| 17. | 30. | 4.6 Story  Student’s book: pp 42 – 43  Workbook: pp 42 - 43 | To revise and consolidate vocabulary and structures presented in previous lessons. | **Konstrukcje czynne:** Where is the pencil? on/under the table. Who’s …?  **Konstrukcje bierne/ powtarzane:** Open your eyes.  Close your eyes.  What’s missing? Repeat, please. Where does Mum say Sally is? What colour is the fish? What is the fish’s name? Where is Trish? What was Sally doing? | **Słownictwo czynne:** mum, dad, sister, brother, table, fish, sofa, table, fish, pink;  **Słownictwo bierne:** open, close, repeat; | Flashcards: *rabbit, fish, bird, mouse, cat, dog, racoon, octopus, dolphin;*  Dwa – trzy zestawy powyższych kart;  Masa mocująca; Piosenka : *Who’s that?;*  Interactive Whiteboard Material – Photo Quiz; | |
| 17. | 31. | 4.7 Revision Student’s book: pp 44  Workbook: pp 43 - 44 | To revise and consolidate vocabulary and structures presented in previous lessons. | **Konstrukcje czynne:** Who’s that? It’s my mum. Where is Roon? What’s that? This is my fish.  It’s yellow.  **Konstrukcje bierne/powtarzane:**  Close your eyes. Open your eyes.  Remember Open your books. Listen. Point. Find. | **Słownictwo czynne:** rabbit, fish, bird, mouse, cat, dog, racoon, octopus, dolphin, mum, dad, sister, brother, on, under, table, sofa, kolory;  **Słownictwo bierne:** open, close, remember, listen; | Flashcards: *rabbit, fish, bird, mouse, cat, dog, racoon, octopus, dolphin, mum, dad, sister, brother;*  Masa mocującą; | |
| 18. | 32. | 4.8 Revision Modules 1-4  Workbook: pp 45 - 46 | To revise and consolidate vocabulary and structures presented in modules 1 – 4. | **Konstrukcje czynne:** hello, What’s your name? Goodbye This is … It is … Where is …?  **Konstrukcje bierne:** Look and trace. Listen and circle. Colour, point and say. Listen and colour. | **Słownictwo czynne:** blue, yellow, orange, red, green, pink,friend,numbers 1-10, przybory szkolne, zwierzęta, kształty, table, sofa, on, under;  **Słownictwo bierne:** listen, circle, colour, look, trace | Interactive Whiteboard Materials; | |
| 18. | 33. | Test 4 |  |  |  | Kopie testu 4 | |
| 19. | 34. | 5.1 Let’s play Song  Student’s book: pp 45  Workbook: pp 47 | To identify toys;  To talk about possessions; | **Konstrukcje czynna:** I’ve got … (a kite)….  **Konstrukcje bierne/powtarzane:** Open your books. Repeat, please,  Point out the toys.  What can you see in the picture? Listen to a song. Sing a song. | **Słownictwo czynne:** kite, boat, train, bike, cat, dog; **Słownictwo bierne:** boy, girl,kolory; | Flashcards: *kite, boat, train, bike;*  Pudełko na zabawki;  Masa mocująca;  Kopie obrazków przedstawiających: latawiec, łódź, pociąg, rower; | |
| 19. | 35. | 5.2 Young Stars  Student’s book: pp 46-47  Workbook: pp 48 - 49 | To identify toys;  To ask and answer about possession; | **Konstrukcje czynna:** I’ve got … (a train)… Have you got a plane? Yes/No  **Konstrukcje bierne/powtarzane:** Point to a picture. Open your books.  Repeat, please.  Listen carefully.  Has Matt got a ball? Has he got a plane? Has he got a robot? Tick the correct picture. Name the toys. | **Słowniectwo czynne:** ball, plane, robot, teddy bear, train, kite, boat, bike; **Słownictwo bierne:** listen,repeat, open; | Flashcards przedstawiające: *ball, plane, robot, teddy bear*;  Flashcards z poprzedniej lekcji: *train, boat, ball, kite;* | |
| 20. | 36. | 5.3 Our world  Student’s book: pp 48 – 49  Workbook: pp 50-51 | To talk about/describe toys;  To talk about possession;  To revise structures presented in the previous lesson | **Konstrukcje czynna:** I’ve got … (a doll)… It’s …(new)… I haven’t got a bike. Have you got a kite?  **Konstrukcje bierne/powtarzane:** Point to a picture. Open your books.  Repeat, please.  Listen carefully. Name the picture.  What colour is the boy’s bike? Is it old? Has the girl got a bike? Is the doll old or new? Guess, please. Draw and colour a picture. | **Słownictwo czynne:** ball, plane, robot, teddy bear, train, kite, boat, bike, doll, old, new; **Słownictwo bierne:** open, close, book, guess, listen, repeat, draw, colour; | Flashcards przedstawiające: *doll, new, old;*  Flashcards z poprzednich zajęć: *ball, plane, robot, teddy bear, train, kite, boat, bike;*  Przedmioty, które są stare i nowe;  Kartka A4 dla każdego ucznia; | |
| 20. | 37. | 5.4 Let’s play  Student’s book: pp 50  Workbook: pp 52 | To give and follow orders | **Konstrukcje czynna:** Look! Listen! I’ve got … (a doll)… It’s …(new)… I haven’t got a bike. Have you got a kite?  **Konstrukcje bierne/powtarzane:** Repeat, please. Mime the action. Open your books.  Close your books. Point out the picture. I say … | **Słownictwo czynne:** listen look, run, stop, ball, plane, robot, teddy bear, train, kite, boat, bike, doll, old, new; **Słownictwo bierne:** mime, repeat, open, close, point, say; | Flashcards przedstawiające: *listen, look, run, stop*;  Flashcards z poprzednich zajęć: *ball, plane, robot, teddy bear, train, kite, boat, bike, doll, old, new***;** Brystol;  Masa pocująca lub taśma klejąca; | |
| 21. | 38. | 5.5 Cross-curricular  Student’s book:  pp 51  Workbook: pp 53 | To provide students with cross-curricular information on History;  To describe objects by size; | **Konstrukcje czynna:** Look! Listen! Look at this bike. It’s big. It’s old. Is the bike big? It’s yellow. Is the bike new?  **Konstrukcje bierne/powtarzane:** Open your books to … Close your books.  Point to ... Repeat, please. What can you see in the picture? Listen carefully. | **Słownictwo czynne:** big, small, listen, look, bike, ball, train, teddy bear, kite, doll, new, old, kolory ;  **Słownictwo bierne:** point, repeat; | Flashcards przedstawiające: *big i small;*  Stare gazety/magazyny;  Nożyczki;  World Watch 1 module 5 part3 – nagranie Worksheet, exercise 2 i 3; | |
| 21. | 39. | 5.6 Story  Student’s book: pp 52 - 53  Workbook: pp 54 | To revise and consolidate vocabulary and structures presented in previous lessons through a story; | **Konstrukcje czynna:** It’s a … doll… It’s … big… I’ve got … Have you got …? Look! Run! My name is … I like it. Look at me. Look at this.  **Konstrukcje bierne/powtarzane:** Repeat, please.  Point to … Open the books to .. Close your books.  Cover the page.  Let’s go.  What toys Goldilocks got? Has she got a car? What does Goldilocks point to? Is she sleeping? How many bears are there? What is she doing? What does Miss Bird tell Goldilocks to do? | **Słownictwo czynne:** big, small, new, old, car, train, doll, teddy bear, boat, ball, table, look, listen, kolory;  World Watch 1 episode 5 part 2: beautiful ;  **Słownictwo bierne:** bird, run, show, tired; | Flashcard przedstawiający: *car*;  Flashcards z poprzednich lekcji przedstawiające: k*ite, boat, train, bike, ball, plane, robot, teddy bear, doll;*  Flashcards przedstawiające kolory;  World Watch 1 episode 5 part 2; | |
| 22. | 40. | 5.7 Revision  Student’s book: pp 54  Workbook: pp 55 - 56 | To revise and consolidate vocabulary and structures presented in previous lessons; | **Konstrukcje czynna:** It’s a … doll… It’s … big… I’ve got … a train … Have you got …a train…? I haven’t got … a train … Look! Listen!  **Konstrukcje bierne/powtarzane:** Do you remember? Open your books to … Close your books.  Close your eyes.  Open your eyes. Let’s sing. Look at this bike. I’m at the toy shop. | **Słownictwo czynne:** kite, boat, train, bike, ball, plane, robot, teddy bear, doll, new, old, big, small, listen, look, run, stop;  World Watch 1 episode 5 part 1:  toy shop;  **Słownictwo bierne:** remember, open, close, eyes, sing, a song, watch, repeat; | 2 zestawy flashcards z modułu 5.: *kite, boat, train, bike, ball, plane, robot, teddy bear, doll, new, old, big, small, listen, look, run, stop;*  Masa mocująca;  Kopia historyjki z poprzedniej lekcji ;  World Watch 1 module 5 part 1 worksheet 1 i 4; | |
| 22. | 41. | Test 5 |  |  |  | Kopie testu 5. | |
| 23. | 42. | 6.1 Food Song  Student's book: pp 55  Workbook: pp 57 | To identify food;  To express likes; | **Konstrukcje czynne:** I like …oranges  **Konstrukcje bierne/powtarzane:** Repeat, please.  Open your books.  Close your books.  Point to … Let’s sing a song. | **Słownictwo czynne:** an orange, oranges, a pear, pears, a grape, grapes;  **Słownictwo bierne:** repeat, open, close, point, sing, a song; | Flashcards przedstawiające: *orange, pears, grapes;*  Dwie pomarańcze, dwie gruszki i kiść winogron;  Kolorowy celofan;  Kartki A4; | |
| 23. | 43. | 6.2 Young Stars  Student’s book: pp 56 – 57  Workbook: pp 58 - 59 | To identify food  To express likes and dislikes | **Konstrukcje czynne:** I like …apples I don’t like …bananas. Listen! I’m hungry.  **Konstrukcje bierne/powtarzane:** Repeat, please.  Open your books.  Close your books.  Point to … Draw a face.  What does Matt like? Does Lisa like apples? Does she like bananas? Does Tina like nuts? Does she like oranges? Does Roon like nuts? | **Słownictwo czynne:** an apple, apples, a banana, bananas, a nut, nuts, listen, hungry;  **Słownictwo bierne:** open, close, repeat, point, draw, cut out; | Flashcards przedstawiające: *apples, bananas, nuts;*  Flashcards z poprzedniej lekcji przedstawiające: *oranges, grapes, pears*;  Kopie powyższych flashcards;  Dwa jabłka, dwa banany, garść orzechów;  Wesołą buzia (w kolorze żółtym) i smutna buzia (w kolorze niebieskim);  Czyste karki A4;  Masa mocująca;  Nożyczki; | |
| 24. | 44. | 6.3 Once upon a time  Student’s book: pp 58 – 59  Workbook:  Pp 60 - 61 | To identify food;  To ask for something politely;  To revise structures presented in the previous lessons | **Konstrukcje czynne:** I like …pears… I don’t like … apples… Five tomatoes, please. Here you are. Thanks  **Konstrukcje bierne/powtarzane:** Repeat, please.  Open your books.  Close your books.  Point to … Sing a song. Where are the characters of the story? Does the boy like tomatoes? How many tomatoes does the woman ask for? Does the boy like fish? What are they eating at home? | **Słownictwo czynne:** a tomato, tomatoes, fish, an egg, eggs;  **Słownictwo bierne:** open, close, repeat, point, sing, a song, count; | * Flashcards przedstawiające: *tomatoes, fish, eggs*;   Flashcards z poprzednich zajęć: *oranges, pears, grapes, apples, bananas, nuts;*  Wycięte składniki – Student’s book pp 101; | |
| 24. | 45. | 6.4 Let’s play  Student’s book: pp 60  Workbook: pp 62 | To identify food;  To ask and answer about one’s likes and dislikes | **Konstrukcje czynne:** Do you like …pasta…? Yes/No. I like … I don’t like. Listen carefully.  **Konstrukcje bierne/powtarzane:** Repeat, please.  Open your books.  Close your books.  Point to … Memorise, please. | **Słownictwo czynne:** pasta, pizza, burger, listen;  **Słownicwto bierne:** open, close, memorise, point, draw, colour, answer, watch; | Flascards przedstawiające: *pasta, pizza, burgers;*  Flashcards z poprzednich zajęć: tomatoes, fish, eggs, *oranges, pears, grapes, apples, bananas, nuts;*  Kartka A4 dla każdej osoby;  World Watch 1 module 6 part 3 – nagranie Worksheet exercise 4; | |
| 25. | 46. | 6.5 Cross-curricular  Student’s book: pp 61  Workbook: pp 63 | To provide students with cross-curricular information on Health;  To identify healthy and unhealthy food; | **Konstrukcje czynne:** Do you like …pasta…? Yes/No. I like … I don’t like. Listen carefully. What is it/this?  **Konstrukcje bierne/powtarzane:** Repeat, please.  Open your books.  Close your books.  Point to … Point out … Memorise, please. What can you see in the picture? Cut out pictures. | **Słownictwo czynne:** crisps, ice cream, biscuits; pasta, pizza, burgers, tomatoes, fish, eggs, oranges, pears, grapes, apples, bananas, nuts, healthy, unhealthy,  **Słownictwo bierne:** close, open, draw, cut out, a picture; | Flashcards przedstawiajace *crisps, ice cream, biscuits;*  Flashcards z poprzednich zajęć *pasta, pizza, burgers, tomatoes, fish, eggs, oranges, pears, grapes, apples, bananas, nuts;*  Plastikowe owoce I warzywa;  Torba;  Opaska na oczy;  Kartki A4 – po jednej dla każdego ucznia;  Nożyczki; | |
| 25. | 47. | 6.6 Story  Student’s book: pp 62 – 63  Workbook: pp 64 | To revise and consolidate vocabulary and structures presented in previous lessons through a story; | **Konstrukcje czynne:** Do you like …pasta…? Yes/No. I like … I don’t like. Listen carefully. What is it/this? Here you are. Thanks.  **Konstrukcje bierne/powtarzane:** Repeat, please.  Open your books.  Close your books.  Point to … Point out … Memorise, please. What can you see in the picture? Cut out pictures.  What is the woman collecting? Does the girl like eggs? What is she picking? Does she like oranges? Does she like apples? Does she like tomatoes? Does she like biscuits? Are biscuits healthy? Does she like chocolate? Is chocolate healthy? Does she like nuts? How many nuts are there? Are nuts healthy? What’s on the table now? Does she like tomatoes, eggs, apples and oranges now? How many more tomatoes does she want? | **Słownictwo czynne:** chocolate, pasta, pizza, burgers, tomatoes, fish, eggs, oranges, pears, grapes, apples, bananas, nuts, crisps, ice cream, biscuits, please, healthy, unhealthy, hungry, fruit and vegetables;  **Słownictwo bierne:** dark chocolate, milk chocolate, open, close; | Flashcards przedstawiajace *chocolate;*  Flashcards z poprzednich zajęć: *pasta, pizza, burgers, tomatoes, fish, eggs, oranges, pears, grapes, apples, bananas, nuts, crisps, ice cream, biscuits;*  Kopie wszystkich flashcards, po jednej dla każdej osoby;  World Watch 1 module 6 part 2, Worksheet exercise 3; | |
| 26. | 48. | 6.7 Revision  Student’s book: pp 64  Workbook: pp 65-66 | To revise and consolidate vocabulary and structures presented in previous lessons; | **Konstrukcje czynne:** Do you like …pasta…? Yes/No. I like … I don’t like. Listen carefully. What is it/this? Here you are. Thanks.  **Konstrukcje bierne/powtarzane:** What’s missing? Close your eyes.  Open your eyes. | **Słownictwo czynne:** chocolate, pasta, pizza, burgers, tomatoes, fish, eggs, oranges, pears, grapes, apples, bananas, nuts, crisps, ice cream, biscuits, please, healthy, unhealthy, hungry;  **Słownictwo bierne:** open, close, eyes, memorise;  World Watch 1 module 6 part 1: tired; | Flashcards z poprzednich zajęć: *pasta, pizza, burgers, tomatoes, fish, eggs, oranges, pears, grapes, apples, bananas, nuts, crisps, ice cream, biscuits, chocolate;*  Historia *I don’t like tomatoes;.*  Masa mocująca;  World Watch 1 module 6 part 1 worksheet exercise 1 i 2; | |
| 26. | 49. | Test 6 |  |  |  | Kopie testu 6. | |
| 27. | 50. | 7.1 My body  Student’s book: pp 65  Workbook: pp 67 | To identify and talk about parts of the face;  To give and follow orders; | **Konstrukcje czynne:** Touch your eyes.  **Konstrukcje bierne/powtarzane:** Point out. Open your books. What can you see in the picture? Listen and point. | **Słownictwo czynne:** eyes, ears, mouth, nose, touch;  **Słownictwo bierne:** open, repeat, listen, draw; | Flashcards przedstawiające: *eyes, ears, mouth, nose;* | |
| 27. | 51. | 7.2 Young Stars  Student’s book: pp 66 – 67  Workbook: pp 68 – 69 | To identify parts of the body; | **Konstrukcje czynne:** Touch your (eyes)  **Konstrukcje bierne/powtarzane:** Point to… Open your books. What’s wrong with Tina? Why is her mum worried?Where does Tina point to? Who is Dr Leeds? Can Tina go to school? What can you see in the picture? | **Słownictwo czynne:** arms, head, toes, eyes, ears, mouth, nose, listen, red, blue, green, yellow, orange, pink;  **Słownictwo bierne:** repeat, point, circle; | Flashcards przedstawiające *arms, head, toes*;  Fashcards przedstawiające *eyes, ears, mouth, nose*;  Słomki dla wszystkich uczniów;  5 dużych kart brystolu lub szarego papieru;  Kartki A4 dla wszystkich uczniów; | |
| 28. | 52. | 7.3 Once upon a time  Student;s book: pp 68 - 69  Workbook: pp 70 - 71 | To talk about possession;  To identify and talk about parts of the body; | **Konstrukcje czynne:** He has got (brown eyes). She has got ( long hair). It has got (green eyes). Touch your eyes. This is …  **Konstrukcje bierne/powtarzane:** Open your books. Point out. Who is the girl in Frame 1? Has Rapunzel got long hair? What colour eyes has she got? What’s the cat’s name in Frame 2? What colour eyes has he got? Who is the girl in Frame 3?  What colour hair has she got? Who is the boy in Frame 4?  What can you see in the picture? | **Słownictwo czynne:** hair, long, brown, eyes, ears, mouth, nose, arms, toes, head;  **Słownictwo bierne:** repeat,, watch; | Flashcards przedstawiające *hair, long, brown*;  Fashcards przedstawiające *eyes, ears, mouth, nose, arms, toes, head*;  Brązowa kredka;  Kartka A4 z nadrukiem twarzy;   * World Watch 1 Module 7 part 1 Worksheet exercise 1, 2; | |
| 28. | 53. | 7.4 Let’s play  Student’s book: pp 70  Workbook: pp 72 | To give and follow orders; | **Konstrukcje czynne:** Turn around. Stamp your feet. close your eyes. Close your eyes. Open your eyes. Tryb rozkazujący.  **Konstrukcje bierne/powtarzalne:** Open your books. | **Słownictwo czynne:** turn around, stamp your feet, close your eyes, clap your hands, run, stop, listen, look, hair, long, brown, eyes, ears, mouth, nose, arms, toes, head, close;  **Słownictwo bierne:** repeat, listen; | Flashcards przedstawiające: *turn around, stamp your feet, close your eyes;*  Flashcards z poprzednich zajęć przedstawiające: *hair, long, brown, eyes, ears, mouth, nose, arms, toes, head;*  Ilustracje z gazet/internetu przedstawiające | |
| 29. | 54. | 7.5 cross-curricular  Student’s book: pp 71  Workbook: pp73 | To provide students with cross-curricular information on Science;  To revise structures presented in previous lessons; | **Konstrukcje czynne:** Has it got…? Is it …?  **Konstrukcje bierne/powtarzane:** Repeat after me. Open your books to … What can you see in picture no. 1. Is it big? Has it got a long trunk? Has it got a long tail? | **Słownictwo czynne:** elephant, trunk, tail;  **Słownictwo bierne:** repeat; | Fashcards przedstawiające: *elephant, trunk, tail;*  Flashcards z poprzednich zajęć: *turn around, stamp your feet, close your eyes;*  Nożyczki;  Ćwieki (dwa na ucznia); | |
| 29. | 55. | 7.6 Story  Student’s book: pp 72 – 73  Workbook: pp 74 | To revise and consolidate vocabulary and structures presented in previous lessons through a story; | **Konstrukcje czynne:** I has got… He has got …  **Konstrukcje bierne/powtarzane:** Point to … Cover the page. Open your book to … I want. What is the old man thinking about? What is he doing? What is he making now? What parts of the boy’s face has he made? What does he wish the boy? How did the boy come to life? What does the old man ask Pinocchio to do? What can he do? Are they happy? Have you got any brothers or sisters? Let’s draw a cat/a boy/ a girl. | **Słownictwo czynne:** run, stamp your feet, girl, boy;  **Słownictwo bierne:** repeat, listen, cover, draw; | Flashcards przedstawiające *girl, boy*;  Flashcards z poprzednich zajęć: *hair, long, brown, eyes, ears, mouth, nose, arms, toes, head, elephant, trunk, tail;*  World Watch 1 Module 7 part 2 Worksheet exercise 4; | |
| 30. | 56. | 7.7 Revision  Student’s book: pp 74  Workbook: pp 75 - 76 | To revise and consolidate vocabulary and structures presented in previous lessons; | **Konstrukcje czynne:** He has got .., She has got … It has got … Has he got…? Touch your nose. Close your eyes. Open your eyes.  **Konstrukcje bierne/powtarzane:** Open your books.  Point to Has he got big eyes? What’s missing? | **Słownictwo czynne:** hair, long, brown, eyes, ears, mouth, nose, arms, toes, head, elephant, trunk, tail, girl, boy, turn around, stamp your feet, close your eyes;  **Słownictwo bierne:** remember, memorise, watch, answer; | Flashcards z poprzednich zajęć; *hair, long, brown, eyes, ears, mouth, nose, arms, toes, head, elephant, trunk, tail, girl, boy, turn around, stamp your feet, close your eyes;*  Historyjka *My Body* ze strony 72-73;  Masa mocująca lub taśma klejąca;  World Watch 1 Module 7 part 3 Worksheet exercise 3; | |
| 30. | 57. | Test 7 |  |  |  | Kopie testu 7. | |
| 31. | 58. | 8.1 Out there Song  Student’s book: pp 75  Workbook: pp 77 | To talk about the weather; | **Konstrukcje czynne:** It’s (hot).  **Konstrukcje bierne/powtarzane:** Repeat, please. Open your books to … Point out … Point to … Listen to the song. What can you see in the picture? | **Słownictwo czynne:** hot, cold, windy, wake up, look outside;  World Watch 1 Module 8 worksheet 2: T-shirt, sunglasses, scarf, trousers, mittens, hat;  **Słownictwo bierne:** repeat, point, listen, sing; | Flashcards przedstawiające: *hot, cold, windy;*  Masa mocująca;  World Watch 1 Module 8 Worksheet exercise 2; | |
| 31. | 59. | 8.2 Young Stars  Student’s book: pp 76 – 77  Workbook: pp 78 - 79 | To identify actions;  To talk about ability; | **Konstrukcje czynne:** I can (climb). It’s (hot). Look at me. You’re great.  **Konstrukcje bierne/powtarzane:** Point to … Open your books to … Repeat, please. What is Lisa doing in her dream? Do Lisa’s friends enjoy her performance? Is anyone else songing with her on stage? Is Lisa happy about her dream? What can you see in the picture? | **Słownictwo czynne:** hot, cold, windy, jump, climb, sing;  **Słownictwo bierne:** point, repeat, listen, circle; | Flashcards przedstawiające: *jump, climb, sing;*  Flashcards z poprzednich zajęć: *hot, cold, windy;*  Masa mocująca; | |
| 32. | 60. | 8.3 Our world  Student’s book: pp 78 – 79  Workbook: pp 80 - 81 | To talk about places;  To talk about one’s location; | **Konstrukcje czynne:** I’m at the (park). I can (jump). It’s (cold). This is me. I’m (Tom).  **Konstrukcje bierne/powtarzane:** Repeat, please. Open your books to … Point out … Listen and point.  What can you see in the picture? What’s the boy’s name? Where is Mark in the first picture? Is it cold? Where is Mark in the second picture? Where is Mark in the third picture? Is it windy? | **Słownictwo czynne:** jump, climb, sing, beach, park, zoo, hot, cold, windy;  **Słownictwo bierne:**  mime, repeat, point, listen, write, draw, watch; | Flashcards przedstawiające: *park, beach, zoo;*  Flashcards z poprzednich zajęć: *jump, climb, sing;*  Zdjęcia parku, plaży, ZOO;  Kartka A4 dla każdego ucznia;  World Watch 1 Module 8 episode 1 – nagranie, worksheet exercise 1; | |
| 32. | 61. | 8.4 Let’s play  Student’s book: pp 80  Workbook: pp 82 | To identify animals;  To ask about quantity; | **Konstrukcje czynne:** I’m at the (park). I can (jump). It’s (cold). This is me. How many (birds) can you see? I can see (three birds).  **Konstrukcje bierne/powtarzane:** Repeat, please. Point to … Open your books to … | **Słownictwo czynne:** fox, snake, bear, racoon, cat, dog, bird, rabbit, fish, dolphin,, elephant, park, beach, zoo, book, pencil, pen, bag, apple, ball, cake, liczebniki od 1-10;  **Słownictwo bierne:** repeat, count; | Flashcards przedstawiające: *snake, fox;*  Flashcards zpoprzednich zajęć: *park, beach, zoo;*  Ilustracje przedstawiające zwierzęta z poprzednich modułów: *racoon, cat, dog, bird, rabbit, fish, dolphin,, elephant;*  Interactive Whiteboard Material Young Stars 1 Module 8 – Hop Hop game; | |
| 33. | 62. | 8.5 Cross-curricular  Student’s book: pp 81  Workbook:  pp 83 | To provide students with cross-curricular information on Science;  To revise structures presented in previous lessons; | **Konstrukcje czynne:** I’m at the (park). I can (jump). It’s (cold). This is me. How many (birds) can you see? I can see (three birds). Let’s go to the beach.  **Konstrukcje bierne/powtarzane:** Repeat, please. Point to … Open your books to … What can you see in the picture? Listen and point. Are the trees tall? What colour are the flowers? What colour is the bear? What is the girl in the picture doing? Close your eyes. Open your eyes. | **Słownictwo czynne:** tree, flower, bear, racoon, cat, dog, bird, rabbit, fish, dolphin,, elephant, fox, snake, bear, zoo, park, beach;  World Watch 1 Module 8 part 2: beautiful, day, car, boat, people, trunk, bike, ball;  **Słownictwo bierne:** repeat, point, draw, watch; | Flashcards przedstawiające: *tree, flower, bear;*  Ilustracje przedstawiające zwierzęta z poprzednich modułów: *racoon, cat, dog, bird, rabbit, fish, dolphin,, elephant;*  Kilka zestawów kart ze zwierzętami z poprzednich modułów, decyzja należy do nauczyciela, których;  Kartka papieru A4, po jednej dla każdego ucznia;  World Watch 1 Module 8 part 2; | |
| 33. | 63. | 8.6 Story  Student’s book: pp 82 – 83  Workbook: pp 84 | To revise and consolidate vocabulary and structures presented in previous lessons through a story; | **Konstrukcje czynne:** I’m at the (park). I can (jump). It’s (cold). This is a (fox). It can (run). How many (birds) can you see? I can see (three birds). Let’s go.  **Konstrukcje bierne/powtarzane:** Point to … Open your books.  Cover the page. Where are they going? Is Joe excited? Is it hot? Can it climb? Can he climb? Cant hey sing? Is Joe happy? Where is he? Are there any trees? Who is he? What does he want? | **Słownictwo czynne:** tree, flower, bear, racoon, cat, dog, bird, rabbit, fish, dolphin,, elephant, hot, cold, windy, happy, sad;  World Watch 1 Module 8 part 3: boat, bike, plane, kite;  **Słownictwo bierne:** describe, point, cover, tick, answer, watch; | Wszystkie flashcards przedstawione w tym Module;  Pudełko;  World Watch 1 Module 8 part 3; | |
| 34. | 64. | 8.7 Revision  Student’s book: pp 84  Workbook: pp 85 - 86 | To revise and consolidate vocabulary and structures presented in previous lessons; | **Konstrukcje czynne:** I’m at the (park). I can (jump). It’s (cold). This is a (fox). It can (run). How many (birds) can you see? I can see (three birds). Let’s go.  **Konstrukcje bierne/ powtarzane:** Open your books to … Close your books. What do you remember? Close your eyes. Open your eyes. | **Słownictwo czynne:** tree, flower, bear, fox, snake, hot, cold, windy, zoo, beach, park, jump, sing, climb;  **Słownictwo bierne:** memorise, listen; | Kopia historyjki z poprzednich zajęć;  2 zestawy flashcards przedstawiających: *tree, flower, bear, fox, snake, hot, cold, windy, zoo, beach, park, jump, sing, climb;*  Masa mocująca; | |
| 34. | 65. | Test 8 |  |  |  | Kopie testu 8. | |
| 35. | 66. | Revision: Module 5 – 8  Workbook: pp 87 - 88 | To revise and consolidate vocabulary and structures presented in modules 5-8. | **Konstrukcje czynne:** He has got (a bike). I don’t like (chocolate).  **Konstrukcje bierne/powtarzane:** Look and match. Listen catrefully. | **Słownictwo czynne:** słownictwo z modułów 5-8;  **Sownictwo bierne:** draw, trace, say, listen, match; | Interactive Whiteboard Materials | |
| 35. | 67. | Final test |  |  |  | Kopie testu końcowego | |
|  | 68. | Special days:  Merry Christmas  Teacher’s resources, Special days | To provide students with cultural habits. | **Konstrukcje czynne:** What do you want for Christmas?  **Konstrukcje bierne/powtarzane:** Decorate the stocking. Cut out. | **Słownictwo czynne:** stocking, doll, ball, kite, Christmas  **Słownictwo bierme:** colour, glue, decorate; | | Teacher’s resources, Special days, Worksheet pp 2 | |
|  | 69. | Special days:  Happy New Year  Teacher’s resources, Special days | To provide students with cultural habits. | **Konstrukcje czynne:** Happy New Year  **Konstrukcje bierne/powtarzane:** Cut out. | **Słownictwo czynne:** year, new, happy, firework  **Słownictwo bierme:** cut, colour, glue | | Teacher’s resources, Special days, Worksheet pp 3 | |
|  | 70. | Special days:  Happy Easter  Teacher’s resources, Special days | To provide students with cultural habits. | **Konstrukcje czynne:** Place eggs inside.  **Konstrukcje bierne/powtarzane:** Cut out. | **Słownictwo czynne:** Easter, bunny, eggs, decorate,  **Słownictwo bierme:** colour, cut, glue | | Teacher’s resources, Special days, Worksheet pp 4 | |
|  | 71. | Special days:  Mother’s Day  Teacher’s resources, Special days | To provide students with cultural habits. | **Konstrukcje czynne:** What does your mother like?  **Konstrukcje bierne/powtarzane:** What’s your present?  Cut out. | **Słownictwo czynne:** present, basket, mother  **Słownictwo bierme:** fold, glue | | Teacher’s resources, Special days, Worksheet pp 5 | |