**ROZKŁAD MATERIAŁU**

**Get Smart 3 plus**

**Opracowanie:** Anna Starzyńska

**Przeznaczenie:** szkoła podstawowa – klasa 3

**Ilość lekcji:** przywykorzystaniu Student's Book i Workbook około 90 lekcji 45minut. Przy dołączeniu Interactive Board Materials około 120 lekcji

**Program nauczania:**Get Smart 3 plus

* Student Book + Workbook (with Student CD)
* Class CD

**Umiejętności:** zintegrowane rozwijanie umiętności słuchania, mówienia, czytania i pisania.

**Potrzebne sprzęty**: odtwarzacz CD, projektor, tablica interaktywna i sprzęty podane w książce nauczyciela.

PROPONOWANE:

1. Przestrzeganie zasad podanych w książce nauczyciela i realizowanie planu nauczania na każdej lekcji.
2. Używanie na lekcjach języka angielskiego - tylko w uzasadnionym przypadku stosować język ojczysty.
3. Przed rozpoczęciem lekcji przygotować klasę i potrzebny sprzęt.
4. Dla uczniów zawsze zadać wyznaczone kopiowanie jako lekcje domowe.
5. Na każdej lekcji bezwzględnie sprawdzać kopiowanie, ćwiczyć czytanie, a zaznaczone słowa dyktować. Książka zawiera ćwiczenia „Optional”, które w miarę możliwości warto zawsze wykonać.
6. Ċwiczenia z „Workbook” wykonać na lekcji albo zadać jako lekcje domowe. Należy jednak pamiętać, aby na następnej lekcji nie przeoczyć sprawdzenia zadanych lekcji domowych.
7. Raz w miesiącu warto poinformować rodziców o poziomie nauki języka angielskiego uczniów.

| **Lesson number** | **Topic** | **Aims of the lesson** | **Structures**  **and functions** | **Vocabulary** | **Skills development and materials** |
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|  | Introduction | Introducing course materials | | |  |
| **Module 1 – Welcome!** | | | | | |
| 1 | Sing a song  SB page 5  WB page 2 | To sing a song  To talk about friends’ names  To describe physical appearance | I have got ...  He has got ... | pretty, ugly, straight hair, curly hair, blond hair, purple | **Listening, speaking**  - flashcards of pretty, ugly, straight hair, curly hair, blond hair, purple  - a picture of a friend from each student  - a bag  - Blu tack  - photocopies of the flashcards of Greg, Anna and Sharky (one per student) |
| 2 | Smart kids  SB pages 6-7  WB page 3 | To count (1-100)  To talk about possession | Have you got ... ?  Yes, I have.  No, I haven’t.  Has he/she got ... ?  Yes, he/she has.  No, he/she hasn’t. | numbers 10-100, shells | **Listening, speaking, reading**  - flashcards of numbers 10-100, shells  - Blu tack |
| 3 | Our world  SB pages 8-9  WB page 4 | To talk about friends  To talk about what someone can and can’t do | ... can ...  Can you ... ?  Yes, I can.  No, I can’t. | do karate, dive, paint | **Listening, reading, speaking**  - flashcards of ride a bike, swim, play the piano, dance, sing, fly, play basketball, play football, jump rope, do karate, dive, paint  - Blu tack |
| 4 | Let’s play  SB page 10  WB page 5 | To tell the time | What’s the time?  It’s ... |  | **Speaking, listening** |
| 5 | Project  SB page 11  WB page 6 | To read about one’s family  To write a paragraph about one’s family  To revise and consolidate vocabulary and structures introduced in previous lessons |  |  | **Reading, writing**  - Blu tack  - pictures of your family members |
| 6 | Story time  SB pages 12-13  WB page 7 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading**  - blown-up colour photocopies of Story time *Jerry’s painting*  - Blu tack  - props for acting out the story: a palette, an easel, a paint brush, dog’s ears made out of brown construction paper |
| 7 | Revision  SB page 14  WB pages 8-9 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, writing**  - blown-up colour photocopies of Story time *Jerry’s painting*  - Blu tack  - props for acting out the story: a palette, an easel, a paint brush |
| 8 | Phonics 1  SB page 105  WB page 86 | To practise the pronunciation of l blends  To perform a phonic chant |  | plane, blonde, clap, glue, fly | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of plane, blonde, clap, glue, fly  - word cards of the above flashcards  - phonics cards of plane, blonde, clap, glue, fly (TB page 190 – one set per student)  - Blu tack  - scissors (one pair for each pair of students) |
| 9 | TEST 1  Test correction and self- evaluation | Revision Test 1 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 2 – Home and family** | | | | | |
| 10 | Sing a song  SB page 15  WB page 10 | To sing a song  To talk about everyday activities | I always ...  He sometimes ...  You never ... | do my homework, brush my teeth, have a shower, get dressed, comb my hair | **Listening, speaking**  - flashcards of do my homework, brush my teeth, have a shower, get dressed, comb my hair  - word cards of the above flashcards  -Blu tack |
| 11 | Smart kids  SB pages 16-17  WB page 11 | To identify means of transport | Do you/they ... ?  Yes, I/they do.  No, I/they don’t.  Does he/she ... ?  Yes, he/she does.  No, he/she doesn’t | take the bus, drive, walk, take the train | **Listening, reading, speaking**  - flashcards of take the bus, drive, walk, take the train  - Blu tack |
| 12 | Our world  SB pages 18-19  WB page 12 | To identify and describe occupations | What do you do?  I’m a ... | firefighter, lifeguard, dentist, put out fires, save people, fix teeth | **Listening, reading, speaking**  - flashcard of firefighter, lifeguard, dentist, put out fires, save people, fix teeth  - flashcards of singer, actor, doctor, police officer, teacher, musician, chef, dancer, waiter |
| 13 | Let’s play  SB page 20  WB page 13 | To identify and describe occupations  To talk about what people want to be when they grow up | I want to be a ...  She wants to be a .... | pilot, farmer, photographer, take photos, fly a helicopter, grow fruit and vegetables | **Speaking, listening, reading**  - flashcard of pilot, farmer, photographer, take photos, fly a helicopter, grow fruit and vegetables  - flashcards of singer, actor, doctor, police officer, teacher, musician, chef, dancer, waiter  - Blu tack |
| 14 | Project  SB page 21  WB page 14 | To read about someone’s day  To learn that I is always written with a capital letter  To write a paragraph about one’s day  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, writing**  - photocopies of the flashcards: firefighter, lifeguard, dentist, singer, actor, doctor, police officer, teacher, musician, chef, dancer, waiter (one set per student) |
| 15 | Story Time  SB pages 22-23  WB page 15 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading**  - flashcards of different occupations  - blown-up colour photocopies of Story time *What do you want to be?*  - props for acting out the story: a white lab coat, a firefighter’s helmet, a chef’s hat and wooden spoon, construction paper cat’s ears attached to a headband with tape  - Blu tack  - sticky labels with the occupations of firefighter, , lifeguard, dentist, singer, actor, doctor, police officer, teacher, musician, chef, dancer, waiter written on them (one per student) |
| 16 | Revision  SB page 24  WB pages 16-17 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, writing**  - blown-up colour photocopies of Story time *What do you want to be?*  - props for acting out the story: a white lab coat, a firefighter’s helmet, a chef’s hat and wooden spoon, construction paper cat’s ears attached to a headband with a tape  - Blu tack  - word cards of do my homework, brush my teeth, have a shower, get dressed, comb my hair, walk, ride my bike, take the bus, take the train, drive  - strips paper with different everyday activities written on them, e.g. take the bus to school, have a shower before bedtime, get up at seven o’clock, go to bed at ten o’clock, have cereal for breakfast, play basketball after school, ride your bike to school, do your homework after school, (one per student)  - a bag |
| 17 | Phonics 2  SB page 106  WB page 87 | To practise the pronunciation of r blends  To sing a phonic chant |  | pretty, brush, crayon, grey, fruit, tree, drive | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of pretty, brush, crayon, grey, fruit, tree, drive  - phonic cards of pretty, brush, crayon, grey, fruit, tree, drive (TB page 190 – one set per student)  - Blu tack  - scissors (one pair for each pair of students) |
| 18 | TEST 2  Test correction and self- evaluation | Revision Test 2 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 19 | CLIL 1  SB page 115 | To provide students with cross-curricular information on social studies |  | food, place, water, help, give, find | **Listening, reading**  - flashcards for food, place, water, help, give, find |
| **Module 3 – Right now** | | | | | |
| 20 | Sing a song  SB page 25  WB page 18 | To sing a song  To talk about sports  To talk about activities happening at the moment of speaking | I’m .... (ing)  He’s ... (ing)  She’s ... (ing) | playing the guitar, playing volleyball, playing tennis, hitting the ball, throwing the ball | **Speaking, listening**  - flashcards of playing the guitar, playing volleyball, playing tennis, hitting the ball, throwing the ball  - plain paper (enough for all students) |
| 21 | Smart Kids  SB pages 26-27  WB page 19 | To talk about household chores  To ask and answer questions about activities happening now | What are you doing?  I’m .... (ing)  What is he doing?  He’s ... (ing) | making a cake, cleaning, doing the washing-up, watering plants, making the bed | **Listening, reading, speaking**  - flashcards of making a cake, cleaning, doing the washing-up, watering plants, making the bed |
| 22 | Our world  SB page 28  WB page20 | To talk about sports  To talk about activities happening now | He/She isn’t ... (ing) | exercising, playing baseball, skateboarding, playing table tennis, doing gymnastics, bat | **Reading, listening, speaking**  - flashcards of exercising, playing baseball, skateboarding, playing table tennis, doing gymnastics, bat  - Blu tack |
| 23 | Let’s play  SB page 30  WB page 21 | To ask and answer questions about activities happening now | Is he/she ... (ing)?  Yes, he/she is.  No, he/she isn’t.  Are they ... (ing)?  Yes, they are.  No, they aren’t. |  | **Speaking, listening, reading**  - flashcards of exercising, playing baseball, skateboarding, playing table tennis, doing gymnastics  - cut-outs from SB page 125 (TB page 185)  - scissors (enough for each pair of students) |
| 24 | Project  SB page 31  WB page 22 | To make a silhouette  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking**  - cut-outs from SB page 125 (TB page 185)  - flashcards of activities, sports and chores learnt in previous lessons  - photocopied flashcards of activities, sports and chores learnt in previous lessons (cut in four)  - Blu tack  - big pieces of black cardboard (enough for all students)  - markers/pencil crayons (enough for all students)  - tape (a roll for every four students)  -sheets of white cardboard (one per student)  -scissors (one pair for every pair of students) |
| 25 | Story Time  SB pages 32-33  WB page 23 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons. |  |  | **Listening, reading**  - students’ silhouettes from previous lesson  - blown-up colour photocopies of Story time *A yucky game of table tennis*  - Blu tack  - props for acting out the story: a table tennis ball, racquets, a glass of water, a small plant  - photocopies of seven flashcards of different activities in previous lessons (enough for half of the students)  - a beanbag  - chalk or masking tape |
| 26 | Revision  SB page 34  WB pages 24-25 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**  - blown-up colour photocopies of Story time *A yucky game of table tennis*  - Blu tack  - photocopies of seven flashcards of different activities in previous lessons (enough for half of the students)  - word cards of the above activities  - two bags or boxes  - props for acting out the story: a table tennis ball, racquets, a glass of water, a small plant |
| 27 | Phonics 3  SB page 107  WB page 88 | To practise the pronunciation of s blends  To sing a phonic chant |  | smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel  - photocopies of the above flashcards (one per student)  - phonic cards of smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel (TB page 190 – one set per student)  - Blu tack  - scissors (one pair for each pair of students) |
| 28 | Test 3  Test correction and self- evaluation | Revision Test 3 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 4 – Year in, year out** | | | | | |
| 29 | Sing a song  SB page 35  WB page 26 | To sing a song  To talk about weather  To identify the four seasons in a year |  | autumn, winter, spring, summer, tree, snowman, beach, It’s snowing | **Speaking, listening**  - flashcards of autumn, winter, spring, summer, It’s snowing  - two stopwatches  - Blu tack |
| 30 | Smart kids  SB pages 36-37  WB page 27 | To learn prepositions of time  To revise the months of the year  To revise days of the week | I have karate on ...  When’s your birthday?  It’s in ... |  | **Reading, listening, speaking**  - an English calendar  - a daily planner in English  - an empty gift bag  - Blu tack |
| 31 | Our world  SB pages 38-39  WB page 28 | To talk about weather  To talk about the seasons in different parts of the world  To talk about sports played in different seasons | I go ... in the summer.  He goes ... in the winter.  They go ... in the cool seasons. | go windsurfing, go skiing, go sailing, warm, cool, windy | **Speaking, listening, reading**  - flashcards of go windsurfing, go skiing, go sailing, warm, cool, windy  - Blu tack |
| 32 | Let’s play  SB page 40  WB page 29 | To revise clothes and accessories  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking**  - flashcards of shoes, trousers, shirt, dress, jeans, hat, shorts, coat, jacket, socks, trainers, glasses, T-shirt, gloves, scarf, dress, skirt, pyjamas, jumper, boots  - a coin for each pair of students  - two small circles made from different construction paper |
| 33 | Project  SB page 41  WB page 30 | To make a seasonal collage  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking**  - a coin for each pair of students  - two small circles made from different construction paper  - magazines pages, Internet prints-out of clothes, people and places in different seasons  - pieces of cardboard (one per student)  - scissors (enough for each pair of students)  - glue (one for every pair of students)  - tape  - a cloth bag  - strips of paper with the four seasons written on them |
| 34 | Story time  SB pages 42-43  WB page 31 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading**  - blown-up colour photocopies of Story time *The snow globe*  - Blu tack  - props for acting out the story: a bucket, a snow globe, a pair of sunglasses, a diving mask, a scarf, three winter hats, four pairs of gloves  - flashcards of different seasons, weather conditions, clothes, sports students have encourage in the module  - a bell |
| 35 | Revision  SB page 44  WB pages 32-33 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, writing**  - blown-up colour photocopies of Story time *The snow globe*  - props for acting out the story: a bucket, a snow globe, a pair of sunglasses, a diving mask, a scarf, three winter hats, four pairs of gloves  - Blu tack |
| 36 | Phonics 4  SB page 108  WB page 89 | To practise the pronunciation of short vowels /æ/, /e/, /ɪ/, /ɒ/, /Ʌ/  To say a phonic chant |  | cat, hat, pen, ten, milk, fish, socks, hot, sun, shut | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of cat, hat, pen, ten, milk, fish, socks, hot, sun, shut  - phonic cards of hat, pen, milk, socks, sun (TB page 190 – one set per student)  - Blu tack  - scissors (one pair for each pair of students) |
| 37 | Test 4  Test correction and self- evaluation | Revision Test 4 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 38 | CLIL 2  What’s in a pond?  SB page 116 | To provide students with cross-curricular information on geography  To identify the parts of the day |  | in the morning, in the afternoon, in the evening, at night | **Listening, reading, speaking**  - flashcards for in the morning, in the afternoon, in the evening, at night  - pieces of cardboard |
| **Module 5 – My new house** | | | | | |
| 39 | Sing a song  SB page 45  WB page 34 | To sing a song  To describe location | Where’s the ... ?  It’s behind the ...  It’s in front of the ... | behind, in front of, door, floor, upstairs, downstairs | **Speaking, speaking**  - flashcards of behind, in front of, door, floor, upstairs, downstairs  - enlarged photocopies of the flashcards with upstairs, downstairs (one for every student) |
| 40 | Smart kids  SB pages 46-47  WB page 35 | To identify items in a house  To talk about possession | Whose coat is this?  It’s ...  Whose ... are these?  They’re ... | cupboard, armchair, bookcase, fridge, hall | **Reading, listening, speaking**  - flashcards of cupboard, armchair, bookcase, fridge, hall |
| 41 | Our world  SB pages 48-49  WB page 36 | To identify items in a house  To learn about the traditional Japanese house | There is ...  There are ... | cushion, mat, dining room, garden, wall, slippers | **Speaking, listening, reading**  - flashcards of cushion, mat, dining room, garden, wall, slippers  - plain paper (one for each student) |
| 42 | Let’s play  SB page 50  WB page 37 | To identify items in a house  To describe location |  | clock, mirror, radio, painting | **Speaking, listening**  - flashcards of clock, mirror, radio, painting  - photocopied flashcards of vocabulary learnt in previous lessons  - scissors (one pair for each pair of student)  - cut-outs in the SB page 127 (TB page 186) |
| 43 | Project  SB page 51  WB page 38 | To read about one’s house  To learn how to use adjectives in a sentence  To write a paragraph about one’s house  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, writing**  - Blu tack  - magazines cut-outs that show different rooms in a house |
| 44 | Story time  SB pages 52-53  WB page 39 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, listening**  - blown-up colour photocopies of Story Time *The ghost*  - Blu tack  - props for acting out the story: three flashlights, crisps and sweets, slippers, ingredients for sandwiches |
| 45 | Revision  SB page 54  WB pages 40-41 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**  - blown-up colour photocopies of Story Time *The ghost*  - Blu tack  - a bag  - magazine pages of different rooms in a house |
| 46 | Phonics 5  SB page 109  WB page 87 | To practise the pronunciation of /θ/, /ð/, /tʃ/ and /ʃ/  To say a phonic chant |  | tooth, thin, this, that, chair, peach, ship, fish, kitchen, catch | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of tooth, thin, this, that, chair, peach, ship, fish, kitchen, catch  - phonic cards of tooth, this, kitchen, ship (TB page 190 – one set per student)  -Blu tack  - scissors (one pair for each pair of students) |
| 47 | Test 5  Test correction and self- evaluation | Revision Test 5 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 6 – Food, please!** | | | | | |
| 48 | Sing a song  SB page 55  WB page 44 | To sing a song  To identify and talk about food | There’s some ...  There are some ... | onions, lettuce, chocolate, biscuits, sugar, flour | **Listening, speaking**  - flashcards of food students know  - Blu tack  - flashcards of onions, lettuce, chocolate, biscuits, sugar, flour  - photocopies of the flashcards of onions, lettuce, chocolate, biscuits, sugar, flour (one per student)  - plain paper (enough for all students)  - a drawing of chocolate |
| 49 | Smart Kids  SB pages 56-57  WB page 45 | To talk about food | Is there any ... ?  Yes, there is.  No, there isn’t.  Are there any ... ?  Yes, there are.  No, there aren’t. | omelette, peas, pancakes, pineapple, peppers, coconut | **Reading, listening, speaking**  - flashcards of omelette, peas, pancakes, pineapple, peppers, coconut  - Blu tack  - props for the story: three paper plates, two plastic forks, a metal spatula, a frying pan |
| 50 | Our world  SB pages 58-59  WB page 46 | To talk about food  To talk about where food comes from | ... comes from ...  .... come from ... | yoghurt, jam, noodles, soup, cheeseburger, crepe | **Reading, listening,speaking**  - flashcards of omelette, peas, pancakes, pineapple, peppers, coconut, yoghurt, jam, noodles, soup, cheeseburger, crepe  - magazine cut-outs of students’ national food  - small flags of: your country, the US, France, China  - Blu tack |
| 51 | Let’s play  SB page 60  WB page 47 | To identify food and drinks  To learn how to order at a restaurant  To role-play a restaurant scene | What would you like?  I’d like some ..., please.  Can I have some ..., please?  Would you like some ... ?  Yes, please.  No, thanks. | water, lemonade, watermelon, dessert | **Speaking, listening, reading**  - flashcards of water, lemonade, watermelon, dessert  - scissors (one pair for each pair of students)  - cut-outs from SB page 129 (TB page 187)  -plain paper (two sheets per student)  - Blu tack  - glue |
| 52 | Project  SB page 61  WB page 48 | To read about one’s favourite food  To learn how to use commas and “and” to write a list in a sentence  To wrote a paragraph about one’s favourite food  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, writing**  - cut-outs from SB page 129 (TB page 187)  - flashcards of onions, lettuce, chocolate, biscuits, sugar, flour, omelette, peas, pancakes, pineapple, peppers, coconut, yoghurt, jam, noodles, soup, cheeseburger, crepe, water, lemonade, watermelon, dessert  - Blu tack  - plain paper (enough for all groups of students)  - a stopwatch |
| 53 | Story time  SB pages 62-63  WB page 49 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading**  - flashcards of onions, lettuce, chocolate, biscuits, sugar, flour, omelette, peas, pancakes, pineapple, peppers, coconut, yoghurt, jam, noodles, soup, cheeseburger, crepe, water, lemonade, watermelon, dessert  - blown-up colour photocopies of Story time *The cooking competition*  - Blu tack  - props for acting out the story: a bowl, a wooden spoon, a pot, a empty bottle, scrunched up white paper in a bowl to look like eggs, a plastic knife, an empty carton of milk, plastic or real tomatoes, a plastic or real pineapple, a chocolate bar, a plastic plate, pancakes made from brown construction paper |
| 54 | Revision  SB page 64  WB pages 50-51 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking**  - blown-up colour photocopies of Story time *The cooking competition*  - props for acting out the story: a bowl, a wooden spoon, a pot, a empty bottle, scrunched up white paper in a bowl to look like eggs, a plastic knife, an empty carton of milk, plastic or real tomatoes, a plastic or real pineapple, a chocolate bar, a plastic plate, pancakes made from brown construction paper  - flashcards of the food and drinks learnt in this module  - photocopies of the above flashcards  - Blu tack |
| 55 | Phonics 6  SB page 110  WB page 91 | To practise the pronunciation of plural nouns ending -s  To say a phonic chant |  | caps, books, eggs, peas, tomatoes, cherries, glasses, buses, foxes, dishes | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of caps, books, eggs, peas, tomatoes, cherries, glasses, buses, foxes, dishes  - phonic cards of buses, onions, caps (TB page 190 – one set per student)  - Blu tack  - scissors (one pair for each pair of students) |
| 56 | TEST 6  Test correction and self- evaluation | Revision Test 6 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 57 | CLIL 3  Strange recipes  SB page 117 | To provide students with cross-curricular information on home science |  | piece, pot, add, cut | **Listening, reading**  - flashcards for piece, pot, add, cut |
| **Module 7 – Out and about** | | | | | |
| 58 | Sing a song  SB page 65  WB page 52 | To sing a song  To give directions | Turn right. | turn right, turn left, go straight, cross the street, stop | **Listening, writing, speaking**  - flashcards of turn right, turn left, go straight, cross the street, stop  - a blindfold |
| 59 | Smart kids  SB pages 66-67  WB page 53 | To identify animals  To learn how to form plural nouns | Plural nouns | duck, horse, sheep, goat, mouse, cow, wolf | **Listening, reading, speaking**  - flashcards of duck, horse, sheep, goat, mouse, cow, wolf  - plain paper (enough for all students)  - coloured pencils/markers  - Blu tack |
| 60 | Our world  SB pages 68-69  WB page 54 | To talk about places in a town  To talk about rules | Be quiet.  Don’t ... | library, museum, swimming pool, throw rubbish in the rubbish bin, be quiet, turn off your mobile phones | **Speaking, listening, writing, speaking**  - flashcards of library, museum, swimming pool, throw rubbish in the rubbish bin, be quiet, turn off your mobile phones  - sheets of different colour construction paper (one every four students)  - markers/coloured pencils |
| 61 | Let’s play  SB page 70  WB page 55 | To tell the time | What’s the time?  It’s a quarter to/past ... | It’s a quarter to ...  It’s a quarter past ... | **Speaking, listening, reading**  - scissors (one pair for every pair of students)  - cut-outs from SB page 131 (TB page 188) |
| 62 | Project  SB page 71  WB page 56 | To make street signs  To revise and consolidate vocabulary learnt in previous lessons |  |  | **Speaking**  - coloured construction paper (enough for all students)  - markers/coloured pencils  - tape  - a ready-made sign  - flashcards of turn right, turn left, go straight, cross the street, stop  - a cloth bag |
| 63 | Story time  SB pages 72-73  WB page 57 | To listen and read for pleasure  To revise and consolidate vocabulary learnt in previous lessons. |  |  | **Listening, reading**  - blown-up colour photocopies of Story time *The secret tunnel*  - Blu tack  - props for acting out of the story: a box, a map, flashlights, biscuits  - chalk/masking tape |
| 64 | Revision  SB page 74  WB pages 58-59 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**  - blown-up colour photocopies of Story time *The secret tunnel*  - props for acting out of the story: a box, a map, flashlights, biscuits  - Blu tack  - flashcards of the animal taught in this module  - flashcards of the places in a town taught in this module |
| 65 | Phonics 7  SB page 111  WB page 92 | To practise the pronunciation of long vowels /eɪ/, /aɪ/, /ǝʊ/, /iː/, /uː/ and /juː/  To say phonic chant |  | dates, white, rose, teacher, food, computer | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of dates, white, rose, teacher, food, computer  - word cards of the above flashcards  - phonic cards of rose, white, dates, teacher, food, computer (TB page 190 – one set per student)  - Blu tack  - scissors (one pair for each pair student) |
| 66 | TEST 7  Test correction and self- evaluation | Revision Test 7 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 8 – Where were you yesterday?** | | | | | |
| 67 | Sing a song  SB page 75  WB page 60 | To sing a song  To identify places in a town  To talk about the different times of day  To ask and answer where someone was in the past | Where were you yesterday?  I was at ...  We were at ... | at home, shopping centre, theatre, in the afternoon, in the evening | **Listening, speaking**  - flashcards of at home, shopping centre, theatre, in the afternoon, in the evening, morning, night, pet shop, toy shop, school, restaurant, park, supermarket, hospital, police station, playground, cinema  - photocopies of flashcards of at home, shopping centre, theatre, in the afternoon, in the evening, morning, night (one per student)  - Blu tack |
| 68 | Smart kids  SB pages 76-77  WB page 61 | To describe past experiences | Was it ... ?  Yes, it was.  No, it wasn’t.  Were you .... ?  Yes, I was.  No, I wasn’t. | scary, funny, boring, delicious, popcorn | **Listening, reading, speaking**  - flashcards of scary, funny, boring, delicious, popcorn  - word cards of scary, funny, boring, delicious, popcorn  - a bag of popcorn  - Blu tack |
| 69 | Our world  SB pages 78-79  WB page 62 | To talk about life in the past | There was ...  There wasn’t ...  There were ...  There weren’t ... | noisy, carriage | **Speaking, listening, writing**  - flashcards of noisy, carriage  - word cards of scary, funny, boring, delicious  - Blu tack |
| 70 | Let`s play  SB page 80  WB page 63 | To identify places in a town  To revise and consolidate vocabulary and structures learnt in previous lessons |  | amusement park, circus, interesting | **Speaking, listening, reading**  - flashcards of amusement park, circus, interesting  - Blu tack  - strips of paper with interesting, scary, funny, boring, delicious written on them (one strip per student)  - a cloth bag |
| 71 | Project  SB page 81  WB page 64 | To read one’s diary  To learn how to use intensifiers  To write a diary  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking , reading, writing**  - A4 paper (seven sheets per students)  - sheets of coloured card (two per student)  - glue sticks (one for each pair of students)  - a hole-puncher  - pieces of yarn (two pieces per student) |
| 72 | Story time  SB pages 82-83  WB page 65 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading**  - Blu tack  - blown-up colour photocopies of Story time *Where were you on Sunday?*  - props for acting out the story: a burger and chips cut-outs of construction paper, a crutch, some bandages to use as casts |
| 73 | Revision  SB page 84  WB pages 66-67 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking**  - blown-up colour photocopies of Story time *Where were you on Sunday?*  - props for acting out the story: a burger and chips cut-outs of construction paper, a crutch, some bandages to use as casts  - flashcards of at home, shopping centre, theatre, pet shop, toy shop, school, restaurant, park, supermarket, hospital, police station, playground, cinema  - Blu tack |
| 74 | Phonics 8  SB page 112  WB page 93 | To practise the pronunciation of diagraphs ck, nk, ng  To sing a phonic chant |  | kick, clock, bank, sink, long, king | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard o kick, clock, bank, sink, long, king  - photocopies of the above flashcards (one per student)  - phonic cards of kick, king, bank (TB page 190 - one set per student)  - Blu tack  - scissors (one pair for each pair of students) |
| 75 | TEST 8  Test correction and self- evaluation | Revision Test 8 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 76 | CLIL 4  SB page 118 | To provide students with cross-curricular information on social studies |  | bicycle, wheel, travel | **Listening, reading**  - flashcards for bicycle, wheel, travel |
| **Module 9 – On holiday** | | | | | |
| 77 | Sing a song  SB page 85  WB page 68 | To sing a song  To talk about past events | Past simple – regular verbs | island, sea, sun, boat, pack | **Listening, speaking**  - flashcards of island, sea, sun, boat, pack  - photocopies of the above flashcards (one for each student)  - pictures from your holiday  - strips of paper with the phrases: play with friends, walk on the beach, listen to music, watch TV and climb a tree |
| 78 | Smart kids  SB pages 86-87  WB page 69 | To talk about past events | What did you do at the weekend?  I went to the forest. | forest, river, pick flowers, make a fire, catch fish | **Reading, listening, speaking**  - flashcards of forest, river, pick flowers, make a fire, catch fish  - word cards of the above flashcards  - Blu tack |
| 79 | Our world  SB pages 88-89  WB page 70 | To talk about past events | I didn’t ... | find, buy postcards, look at the stars, open, close | **Reading, listening, speaking**  - flashcards of find, buy postcards, look at the stars, open, close  - plain paper  - Blu tack |
| 80 | Let`s play  SB page 90  WB page 71 | To ask and answer about past events | Did you ... ?  Yes, I did.  No, I didn’t. |  | **Speaking, reading, listening**  - flashcards of the words taught in this module  - photocopies of the flashcards of island, sea, sun, boat, forest, river  - Blu tack  - cut-outs from SB page 133 (TB page 189)  - scissors (one for every pair of students) |
| 81 | Project  SB page 91  WB page 72 | To read about a holiday  To write a paragraph about someone’s holiday  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking, reading, writing**  - pictures from your last holiday or pictures from magazines with people on holiday  - a beanbag  - photocopies of the flashcards pack, pick flowers, make a fire, catch a fish, buy postcards, look at the stars  - chalk/masking tape  - Blu tack |
| 82 | Story time  SB pages 92-93  WB page 73 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, listening**  - blown-up colour photocopies of Story time *The cub*  - Blu tack  - flashcards of the vocabulary taught in this module  - props for acting out the story: a paper plate, a plastic fork, two pairs of gloves, a winter hat, brown construction paper bear’s ears, a white shirt, a bandage |
| 83 | Revision  SB page 94  WB pages 74-75 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, writing, speaking, listening**  - blown-up colour photocopies of Story time *The cub*  - Blu tack  - flashcards of the vocabulary taught in this module  - props for acting out the story: a paper plate, a plastic fork, two pairs of gloves, a winter hat, brown construction paper bear’s ears, a white shirt, a bandage |
| 84 | Phonics 9  SB page 113  WB page 94 | To practise the pronunciation of consonant blends nd and nt  To sing a phonic chant |  | sand, pond, plant, tent | **Phonics activities - Rozwijanie zdolności wymowy**  - flashcard of sand, pond, plant, tent  - phonic cards of sand, tent (TB page 205 – one set per student)  - Blu tack  - scissors (one pair for each pair of students) |
| 85 | TEST 9  Test correction and self- evaluation | Revision Test 9 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 10 – The world around us** | | | | | |
| 86 | Sing a song  SB page 95  WB page 76 | To sing a song  To identify and compare animals | ... are stronger that ... | strong, fast, cheetah, rat | **Listening, speaking**  - flashcards of cheetah, rat, strong, fast, horse, tiger, lion, hippo, elephant, mouse, crocodile, cat, zebra, giraffe  - photocopies of the above flashcards (one per student)  - Blu tack  - plain paper (enough for all students) |
| 87 | Smart kids  SB pages 96-97  WB page 77 | To compare people and animals | good – better, ugly – ugliest, pretty – prettier, angry – angrier | whale, dolphin, shark, angry, science | **Listening, reading, speaking**  - flashcards of whale, dolphin, shark, angry, science  - flashcards of cheetah, rat, strong, fast, horse, tiger, lion, hippo, elephant, mouse, crocodile, cat, zebra, giraffe (one per student) |
| 88 | Our world  SB pages 98-99  WB page 78 | To talk about our solar system  To talk about the planets of our solar system | Venus is the hottest planet.  Comparative and superlative of adjectives | planet, close, far, around | **Listening, reading, speaking**  - flashcards of planet, close, far, around  - word cards of strong, fast, thin, fat  - Blu tack |
| 89 | Let’s play  SB page 100  WB page 79 | To revise and consolidate vocabulary and structures learnt in previous lessons |  | young, old | **Speaking**  - flashcards of young, old  - Blu tack  - a coin for each pair of students  - two small circles made from different construction paper |
| 90 | Project  SB page 101  WB page 80 | To make a solar system mobile  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking**  - a compass for drawing the planets (one per pair of students)  - word cards of the eight planets  - circles cut out of cardboard  - sheets of yellow, blue, green and red construction paper (enough for all students)  - string  - a hole-puncher  - Blu tack |
| 91 | Story time  SB pages 102-103  WB page 81 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, listening**  - Blu tack  - blown-up colour photocopies of Story time *Go, Papigo, Go!*  - word cards of the eight planets  - photocopies of flashcards of strong, fast, angry, close, far, young, old (two sets)  - props for acting out the story: a King’s crown made from yellow cardboard, a princess’s hat made from yellow cardboard, a sheep, boat and cow made from cardboard, three jester’s hats made from different colour construction paper, a construction paper guitar, and two jester’s batons, a horse mask |
| 92 | Revision  SB page 104  WB pages 82-83 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, writing, reading**  - blown-up colour photocopies of Story time *Go, Papigo, Go!*  - Blu tack  - word cards of the eight planets  - word cards of strong, fast, angry, close, far, young, old  - a bell  - props for acting out the story: a King’s crown made from yellow cardboard, a princess’s hat made from yellow cardboard, a sheep, boat and cow made from cardboard, three jester’s hats made from different colour construction paper, a construction paper guitar, and two jester’s batons, a horse mask |
| 93 | Phonics 10  SB page 114  WB page 95 | To practise the pronunciation of diagraphs ph, wh and gh  To say a phonic chant |  | phone, dolphin, wheel, whale, laugh, cough | **Phonics activities - Rozwijanie zdolności wymowy**  - phonics cards of dolphin, wheel, whale, laugh, cough (TB page 190 – one set per student)  - flashcards of phone, dolphin, wheel, whale, laugh, cough  - Blu tack |
| 94 | TEST 10  Test correction and self- evaluation | Revision Test 10 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 95 | CLIL 5  SB page 119 | To provide students with cross-curricular information on science |  | camel, hump, grass, leaves, live, use | **Reading, listening**  - flashcards of camel, hump, grass, leaves, live, use  - Blu tack |