**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** |
| --- | --- | --- | --- | --- | --- |
|  | Introduction | Introducing course materials |  |
| **Module 1 – Welcome!** |
| 1 | Sing a song SB page 5WB page 2 | To sing a songTo talk about friends’ namesTo 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 6-7WB 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 worldSB pages 8-9WB page 4 | To talk about friendsTo 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 10WB 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 familyTo write a paragraph about one’s familyTo revise and consolidate vocabulary and structures introduced in previous lessons  |  |  | **Reading, writing** - Blu tack- pictures of your family members |
| 6 | Story timeSB pages 12-13 WB page 7  | To listen and read for pleasureTo 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 | RevisionSB 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 blendsTo 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 15WB page 10 | To sing a songTo 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 kidsSB 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 worldSB pages 18-19WB 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 playSB page 20WB page 13 | To identify and describe occupationsTo 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 dayTo learn that I is always written with a capital letterTo 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 22-23WB page 15 | To listen and read for pleasureTo 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 | RevisionSB page 24WB 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 blendsTo 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 2Test correction and self- evaluation  | Revision Test 2 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 19 | CLIL 1SB 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 25WB page 18 | To sing a songTo talk about sportsTo 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 26-27WB page 19  | To talk about household choresTo 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 sportsTo 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 playSB page 30WB 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 31WB page 22 | To make a silhouetteTo 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 32-33WB page 23 | To listen and read for pleasureTo 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 | RevisionSB page 34WB 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 blendsTo 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 3Test correction and self- evaluation | Revision Test 3 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| **Module 4 – Year in, year out** |
| 29 | Sing a songSB page 35 WB page 26 | To sing a song To talk about weatherTo 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 36-37WB page 27  | To learn prepositions of timeTo revise the months of the yearTo 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 worldSB pages 38-39WB page 28 | To talk about weatherTo talk about the seasons in different parts of the worldTo 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 playSB page 40WB page 29  | To revise clothes and accessoriesTo 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 41WB page 30 | To make a seasonal collageTo 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 42-43WB 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 | RevisionSB 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 4Test correction and self- evaluation | Revision Test 4 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 38 | CLIL 2What’s in a pond?SB page 116 | To provide students with cross-curricular information on geographyTo 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 songSB 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 46-47WB page 35  | To identify items in a houseTo 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 48-49WB page 36 | To identify items in a houseTo 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 playSB page 50WB page 37  | To identify items in a houseTo 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 51WB page 38 | To read about one’s houseTo learn how to use adjectives in a sentenceTo write a paragraph about one’s houseTo 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 52-53WB page 39 | To listen and read for pleasureTo 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 5Test 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 55WB 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 56-57WB 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 worldSB pages 58-59WB page 46 | To talk about foodTo 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 playSB page 60WB page 47 | To identify food and drinksTo learn how to order at a restaurantTo 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 | ProjectSB page 61WB page 48 | To read about one’s favourite foodTo learn how to use commas and “and” to write a list in a sentenceTo wrote a paragraph about one’s favourite foodTo 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 timeSB pages 62-63WB page 49 | To listen and read for pleasureTo 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 | RevisionSB page 64WB 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 -sTo 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 6Test correction and self- evaluation | Revision Test 6 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 57 | CLIL 3Strange recipesSB 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 songSB page 65WB page 52 | To sing a songTo 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 kidsSB pages 66-67WB page 53 | To identify animalsTo 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 worldSB pages 68-69WB page 54 | To talk about places in a townTo 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 playSB page 70WB 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 | ProjectSB page 71WB page 56 | To make street signsTo 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 timeSB pages 72-73WB page 57 | To listen and read for pleasureTo 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 | RevisionSB page 74WB 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 songSB page 75WB page 60 | To sing a songTo identify places in a townTo talk about the different times of dayTo 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 kidsSB pages 76-77WB 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 worldSB pages 78-79WB 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 playSB page 80WB page 63 | To identify places in a townTo 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 | ProjectSB page 81WB page 64 | To read one’s diaryTo learn how to use intensifiersTo write a diaryTo 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 timeSB pages 82-83WB page 65 | To listen and read for pleasureTo 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 | RevisionSB page 84WB 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, ngTo 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 4SB 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 songSB page 85WB page 68 | To sing a songTo 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 kidsSB pages 86-87WB 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 worldSB pages 88-89WB 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 playSB page 90WB 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 | ProjectSB page 91WB page 72 | To read about a holidayTo write a paragraph about someone’s holidayTo 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 timeSB pages 92-93WB page 73 | To listen and read for pleasureTo 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 | RevisionSB page 94WB 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 ntTo 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 9Test correction and self- evaluation | Revision Test 9 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| **Module 10 – The world around us** |
| 86 | Sing a songSB page 95WB page 76 | To sing a songTo 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 kidsSB pages 96-97WB 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 worldSB pages 98-99WB page 78 | To talk about our solar systemTo 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 playSB page 100WB 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 | ProjectSB page 101WB page 80 | To make a solar system mobileTo 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 timeSB pages 102-103WB page 81 | To listen and read for pleasureTo 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 | RevisionSB page 104WB 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 ghTo 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 10Test correction and self- evaluation | Revision Test 10 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 95 | CLIL 5SB 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 |