

CAMBRIDGE

Język angielski w szkole podstawowej

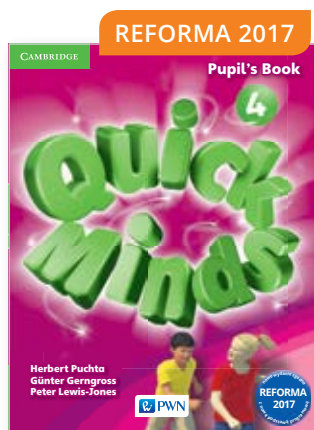
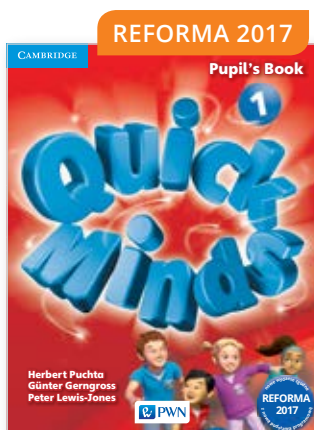
Quick wins

KLASA 4



„Quick Minds” to najnowsza seria podręczników dla uczniów klas 1-6 zreformowanej szkoły podstawowej napisana przez doświadczonych i cenionych autorów wydawnictwa Cambridge University Press ELT.

Dla ucznia



Strefa ucznia

nagrania do materiałów ćwiczeniowych oraz dodatkowe zadania i gry dostępne online

www.wszpwn.com.pl/strefa-ucznia



KLASA 1

Tytuł	Poziom ESOKJ
-------	--------------

Podręcznik 1 + nagrania online	pre A1
-----------------------------------	--------

Materiały ćwiczeniowe 1 + nagrania online	pre A1
--	--------

KLASA 4

Tytuł	Poziom ESOKJ
-------	--------------

Podręcznik 4 + nagrania online	A1+
-----------------------------------	-----

Materiały ćwiczeniowe 4 + nagrania online	A1+
--	-----

„Quick Minds” 4 to:

- **Historyjki obrazkowe**, oznaczone ikoną *The Explores*, które są **miniopowieściami kryminalnymi** budzącymi ciekawość uczniów.
- Sekcje *Learn and think*, które zawierają **elementy nauczania międzyprzemiotowego** (CLIL).
- Sekcje *Project*, które rozwijają umiejętność pracy zespołowej.
- Sekcje *Think*, które doskonalą umiejętność logicznego i krytycznego myślenia.

Dla nauczyciela

- rozkłady materiału
- plany wynikowe
- program nauczania
- książka nauczyciela
- testy
- nagrania do testów
- nagrania do podręcznika i materiałów ćwiczeniowych



Contents

„Quick Minds” 4 Spis treści

Well done, Explorers! (pages 4–9)

Vocabulary Numbers 20 to 100 At town events	Grammar Revision of present simple Revision of present continuous	Story and value <i>The map</i> Working together Phonics Consonant clusters
--	--	--

1 His hair is curly (pages 10–17)

Vocabulary Physical appearance	Grammar Revision of possessive adjectives: <i>my, your, his, her, our, their</i> Possessive apostrophe: <i>(Tom)'s sweater is (blue). (Daniel)'s trousers are (big).</i>	Story and value <i>The knight</i> Problem-solving Phonics The letter sound ow	CLIL History: Discover museums ▶ Project	Thinking skills Matching Interpreting pictures
--	---	---	--	---

2 Eating out (pages 18–25)

Vocabulary Food	Grammar <i>Is there any (salad)? There isn't any / is some (salad). Are there any (biscuits)? There aren't any / are some (biscuits). I'm going to (buy some bread). I'm not going to (make pasta). Are you going to (make soup)? Yes, I am. / No, I'm not.</i>	Story and value <i>At the restaurant</i> Looking after your possessions Phonics Silent consonants	Skills Reading Speaking ▶ Creativity	Thinking skills Sequencing Finding relevant information Imagining
---------------------------	---	---	---	---

▶ Review: Well done, Explorers!, units 1 and 2 (pages 26 and 27)

Quiz time	In the pizza restaurant
------------------	--------------------------------

3 The journey (pages 28–35)

Vocabulary Personal belongings	Grammar <i>What do you think of (my bike)? I think it's (great). Which (T-shirt) do you like? I like the (blue) one best. I don't like the (red) one at all.</i>	Story and value <i>The tunnel</i> Thinking creatively Phonics The sound /eə/	CLIL Science: Forces ▶ Project	Thinking skills Interpreting pictures Analysing and making inferences
--	--	--	---	--

4 Our daily tasks (pages 36–43)

Vocabulary Daily tasks	Grammar <i>It's (eight) o'clock. It's quarter past / half past / quarter to (eight). I start / finish / He/She starts / finishes (washing up) at (quarter past four). John always / sometimes / never goes to bed before / after (half past eight).</i>	Story and value <i>The Mysterious H</i> Being observant Phonics The sounds /a:/ and /ɔ:/	Skills Listening Speaking ▶ Creativity	Thinking skills Interpreting a table Imagining
----------------------------------	---	--	---	---

5 Look at that baby! (pages 44–51)

Vocabulary Animals and their babies	Grammar <i>(Tigers) are bigger than (lions). (Cats) are better runners than (mice). The (blue whale) is the biggest (animal in the world). The (polar bear) is the best (swimmer among land animals).</i>	Story and value <i>The secret door</i> Keeping calm Phonics The letter sound ea	CLIL Art: Life in Art ▶ Project	Thinking skills Interpreting pictures Logical reasoning
---	---	---	--	--

▶ **Review:** units 3, 4 and 5 (pages 52 and 53)

Quiz time	Save the panda cub
------------------	---------------------------

6 Our school (pages 54–61)

Vocabulary School places	Grammar <i>I was / wasn't in (the library) yesterday at 10 o'clock. You were / weren't in the gym yesterday at 11 o'clock. Were you in (the park) yesterday (afternoon)? Yes, I was. / No, I wasn't.</i>	Story and value <i>In the music room</i> Having healthy snacks Phonics The sounds /ɜ:/ and /ɔ:/	Skills Reading Speaking ▶ Creativity	Thinking skills Matching Logical reasoning Imagining
------------------------------------	--	---	---	--

7 I'd like to be a ... (pages 62–69)

Vocabulary Jobs	Grammar <i>I have to / don't have to (get up early at the weekend). They have to / don't have to (drive a car). Do you have to (go to bed early)? Yes, I do. / No, I don't. Do they have to (wear a uniform)? Yes, they do. / No, they don't.</i>	Story and value <i>The trap</i> Counting on others for help Phonics Word stress and /ə/	CLIL Science: The Solar System ▶ Project	Thinking skills Interpreting a table
---------------------------	---	---	---	--

8 At the seaside (pages 70–77)

Vocabulary Weekend activities	Grammar <i>Why are you (learning to play golf)? Because (I like it).</i> Revision of Levels 3 and 4	Story and value <i>The last line</i> Being altruistic Phonics Unstressed words	Skills Listening Speaking ▶ Creativity	Thinking skills Matching Interpreting pictures Imagining
---	--	--	---	--

▶ **Review:** units 6, 7 and 8 (pages 78 and 79)

Quiz time	Who? What? Where?
------------------	--------------------------

Festivals: pages 80–82

Grammar focus: pages 83–87

Well done, Explorers!

1 ^{CD1}₀₂ Posłuchaj nagrania i popatrz na ilustrację. Następnie posłuchaj nagrania ponownie i powtórz słowa.

1 statue

2 twenty – fifty

3 mayor

4 photographer

5 sixty – one hundred

6 band

7 journalist



2 Pracujcie w parach. Popatrzcie na ilustrację i zadajcie sobie nawzajem pytania tak, jak pokazano w przykładzie.

What's number 4?

It's a photographer.

1 CD1
03

Przeczytaj wywiad z Benem i wytypuj prawidłowe odpowiedzi: a lub b.
Następnie posłuchaj nagrania i sprawdź, czy twoje przypuszczenia były słuszne.



- 1 Do you like adventure?
a Yes, I do. b No, I don't.
- 2 What do you do in your free time?
a I ride my bike and go on adventures with my dog. b I ride my bike and go on adventures with Lucy and my dog.
- 3 What does Lucy do in her free time?
a She likes singing. b She likes painting.
- 4 Do you and Lucy do other things together?
a Yes, we do. b No, we don't.
- 5 Does Lucy like Buster?
a Yes, she does. b No, she doesn't.

2 CD1
04

Posłuchaj nagrania i je powtórz.

Grammar focus

Do you **read** books?

Yes, I **do**. / No, I **don't**.

Does Emma **go swimming**?

Yes, she **does**. / No she **doesn't**.

What **do** you **do** in your free time?

We **ride** our bikes.

What **does** Paul **do** in his free time?

He **listens** to music.



3

Pracujcie w parach. Zadajcie sobie nawzajem pytania i spróbujcie dowiedzieć się czterech rzeczy, których nie wiedzieliście na temat waszego kolegi / waszej koleżanki.

Do you go to bed at nine o'clock?

No, I don't. I go ...

The Explorers!

Here they come.
 Lucy and Ben. Adventure and fun.
 The Explorers!
 Here they are.
 Ben and Lucy. Action stars.

Does Ben like adventure?
 Yes, he does.
 He loves real action
 Just like us.

The Explorers! ...

Is Lucy scared of things?
 No, she's not.
 Does she find much treasure?
 Yes, a lot!

The Explorers! ...

Do they like good stories?
 Yes, they do.
 Here's their next adventure.
 You can join in too!

The Explorers! ...

Pracujcie w parach. Zadajcie sobie nawzajem pytania na temat Lucy i Bena. Odpowiedzcie na nie, wykorzystując informacje z piosenki.

Does Ben like adventure?

Yes, he does.

1 Popatrz na obrazek. Dopasuj odpowiedzi a–f do pytań 1–6.



- | | |
|--|---|
| 1 Are the girls listening to music? | a No, they aren't. They're dancing. |
| 2 Is the boy playing football? | b Yes, he is. |
| 3 Is the mayor talking on the phone? | c No, he isn't. He's looking at a book. |
| 4 Is the journalist talking to a girl? | d Yes, they are. |
| 5 Is the photographer painting? | e Yes, she is. |
| 6 Are the boy and girl having lunch? | f No, he isn't. He's taking a photo. |

2 ^{CD1}₀₇ Posłuchaj nagrania i je powtórz.

Grammar focus

Are you **listening** to the radio?

Yes, I **am**.

Are Chris and Tina **sleeping**?

No, they **aren't**. They're **fishing**.

Is the journalist **talking** to a girl?

Yes, she **is**.

Is Peter **having** lunch?

No, he **isn't**. He's **watching** TV.



3 Pracujcie w parach. Uczeń A – zamknij podręcznik i odpowiedz na pytania ucznia B. Uczeń B – zadaj uczniowi A pytania z ćwiczenia 1. Następnie zamieńcie się rolami.

Are the girls playing the guitar?

No, they aren't. They're ...



Mr Davidson: Mmm. It's a beautiful statue.
Lucy: And it's very, very old.
Ben: Yes, it is.



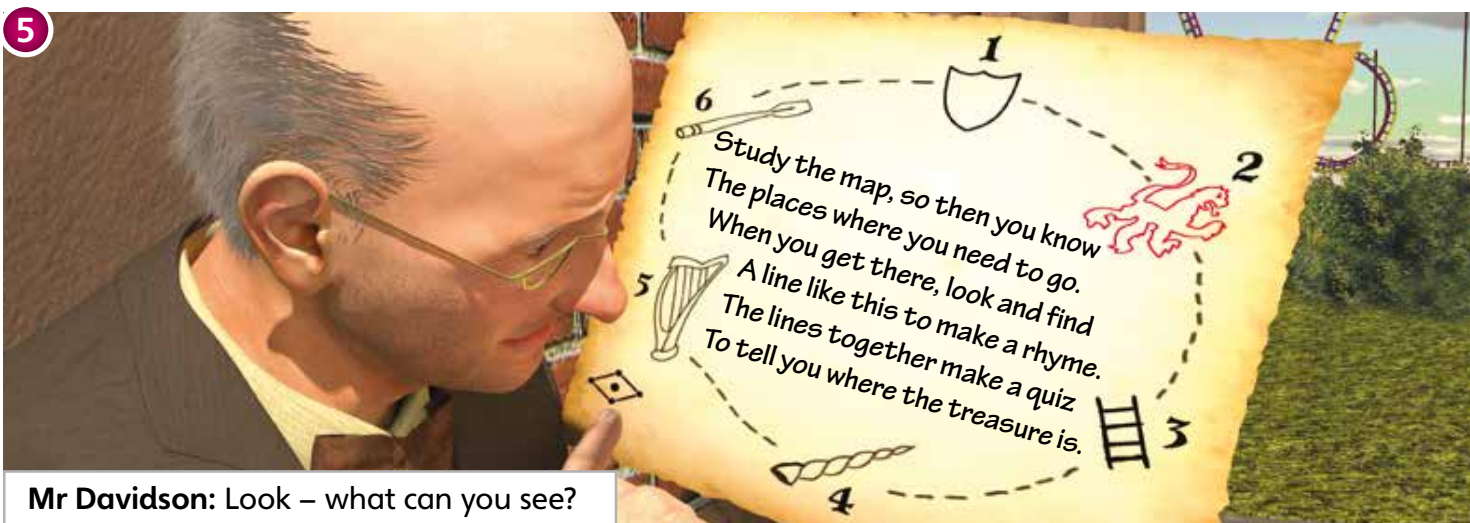
Mr Davidson: This strange symbol here ... I know this ...
Lucy: What is it?
Mr Davidson: That's it! Now I remember. Wait here.



Ben: Mmm. *What* does he remember?
Lucy: And where is he now?
Ben: I think he's in the museum. But what's that symbol?



Mr Davidson: Here you are. Look at this.
Lucy: What is it?
Mr Davidson: A map from the museum.



Mr Davidson: Look – what can you see?

6



Ben: The symbol! It's the same as on the statue.

Mr Davidson: This diamond is the symbol of an old English king. With this map you can find more of his treasure.

7



Horax: Zelda, it's me. The kids have got a treasure map.

Zelda: Let's follow them and find that treasure!

2 Odpowiedz na pytania.

- 1 What does Mr Davidson find on the statue?
- 2 Where does he go?
- 3 What does he get?
- 4 What can Ben and Lucy find with the map?
- 5 Who is watching them?

3 Odszukaj na ilustracjach *the strange symbol*.

4 ^{CD1}₀₉ Posłuchaj nagrania i powtórz zdanie.



They wear **mask**s when they do **test**s on **wasps** with the new **spr**ay.

1

His hair is curly

1 ^{CD 1}₁₀

Posłuchaj nagrania i popatrz na ilustrację. Następnie posłuchaj nagrania ponownie i powtórz słowa.



1 blonde

2 curly

3 moustache

4 teeth

5 straight

6 beard

7 fat

8 thin



2

Pracujcie w parach. Opisz jednym zdaniem osobę na portrecie. Koleżanka / Kolega odgadnie, kogo opisujesz.

He's got a moustache.

It's the old man.

Think!

1 Dopasuj ilustracje a–f do zdań 1–6.

a



b



c



d



e



f



- | | |
|-------------------------------------|---------------------------------|
| 1 Our eyes are green. | 2 His nose is long. |
| 3 My teeth are big and white. | 4 Her ears are big. |
| 5 Their hair is short and straight. | 6 Her hair is blonde and curly. |

2 ^{CD1}₁₁ Posłuchaj nagrania i je powtórz.**Grammar focus****My** eyes are big.**His** moustache is long.**Our** eyes are brown.**Your** hair is blonde and curly.**Her** hair is short and straight.**Their** teeth are white.

3 Pracujcie w parach. Opisz ucznia lub uczennicę z waszej klasy, nie podając jego / jej imienia. Koleżanka / Kolega postara się odgadnąć, kogo opisujesz.

His hair is brown and curly.



I think it's ...

1 CD1
12

Posłuchaj piosenki i ją zaśpiewaj.

His hair is straight
His ears are small
His teeth are big
But that's not all.

He's a great, great, great, great boy,
He's a lot of fun to be with, yeah.
He's a great, great, great, great boy,
His name is Roy!

Her hair is curly
Her nose is short
She's a little thin
She really likes sport.

She's a great, great, great, great girl,
She's a lot of fun to be with, yeah.
She's a great, great, great, great girl,
Her name is Isabelle!



2 Ułóż kolejną zwrotkę piosenki.



His / Her ... is ...

His / Her ... are ...

He's / She's a little ...

He / She really likes ...

1 CD1
14

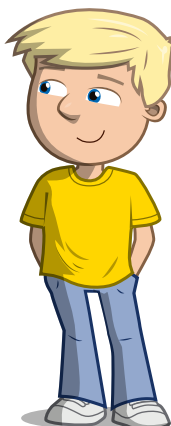
Posłuchaj nagrania i popatrz na ilustracje. Dopasuj imiona z ramki do rysunków dzieci.

Pablo David Harry Kim Sandra Emily

a



b



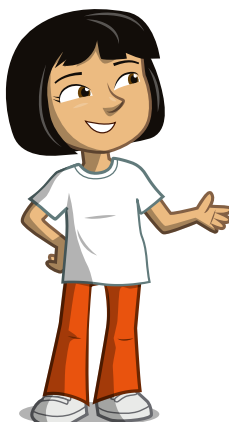
c



d



e



f

2 CD1
15

Posłuchaj nagrania i je powtórz.

Grammar focus

Tom's sweater is blue.

Olivia's hair is curly.

Daniel's trousers are big.



3

Pracujcie w parach. Uczeń A – poproś, aby uczeń B opisał wskazaną przez ciebie osobę z ćwiczenia 1. Uczeń B – zamknij książkę i opisz wskazaną przez ucznia A osobę z ćwiczenia 1.

Describe David.

David's T-shirt is yellow. His hair is ...



Lucy: Now, let's look for the first line of the rhyme.

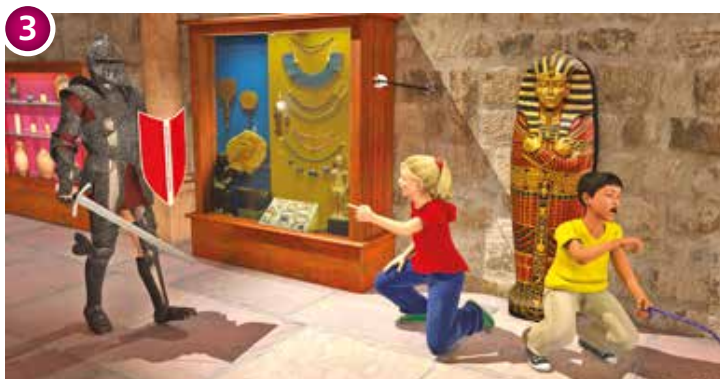
Ben: Mmm. Are you sure it's here?



Ben: What's that! Help!

Lucy: Oh! It's an arrow!

Ben: Someone's trying to hurt us.



Ben: Let's go. We can come back tomorrow ...

Lucy: Look out! It's a knight! He's coming after us. Run!



Ben: Look, this is a good place to hide.

Lucy: Yes, it is. We're lucky!

Ben: Shhh. Let's keep quiet.



Lucy: I've got an idea. Hold Buster's lead. Buster, come here!

Ben: That's it, Buster! Good dog!



Ben: What a great idea, Lucy.

Lucy: Thanks, Ben! Now, let's try to find that line.



Ben: Look! The knight's shield! Look at the symbol! And there's the line of the rhyme.
Lucy: 'Behind the picture in the frame'. Let's write it down.



Zelda: Poor Horax.
Horax: Oh, I feel terrible! Let's go and get those children.
Zelda: And their map.

2 Odpowiedz na pytania.

Who ...

- 1 sees the knight?
- 2 is coming after Ben and Lucy?
- 3 finds a place to hide?
- 4 has a great idea?
- 5 sees the shield?
- 6 is the knight?

3 Odszukaj na ilustracjach *rown* i *arrow*.

4 ^{CD 1}₁₇ Posłuchaj nagrania i powtórz zdanie.



A **crowd** is watching the **clown show** from the **window**.



Discover museums

1 ^{CD 1}₁₈ **Przeczytaj tekst oraz posłuchaj nagrania na temat dwóch muzeów. Jakie eksponaty można tam zobaczyć?**

a



The National Museum of Anthropology in Mexico City has a big collection of ancient Mexican pieces, in 23 galleries. There you can find exhibits of Aztec culture. A famous exhibit is the Sun Stone. This round sculpture shows the Aztec calendar. Another important exhibit is the mask of the Zapotecs. This mask is a mix between an animal and a man – it's got four ears and a big mouth!

b

The Egyptian Museum in Cairo is a famous museum in Egypt. There you can go to the Royal Mummy Room and see the 27 mummies. Some mummies are wrapped in bandages. Another important exhibit is the gold mask of the Egyptian king Tutankhamun. It shows the king's face. He's got big eyes and there's a vulture and a cobra on his forehead. These are symbols of his authority.



2 **Przeczytaj teksty ponownie, a następnie popatrz na ilustracje i powiedz, co przedstawiają.**

Think!

1



2



3



4



3 Przerysuj poniższą tabelę do zeszytu przedmiotowego. Uzupełnij ją informacjami z tekstów na stronie 16. Uwzględnij następujące informacje:

- Name of museum
- Location (city and country)
- Famous collection in the museum
- Famous exhibits in the museum

Name of museum:	A: The National Museum of Anthropology	B: The Egyptian Museum
Location:	Mexico City, Mexico	...

4 Pracujcie w grupach. Każde z was opíše muzeum, które odwiedziło. Postarajcie się odpowiedzieć na poniższe pytania. Zanotujcie odpowiedzi w tabeli w zeszytu przedmiotowym.

Do you know a museum?

Where is it?

What's your favourite exhibit?

	Museum	City	Favourite exhibit(s)
Wojtek	Museum of King Jan III	Wilanów, Warsaw	the royal gardens in the park, the King's bedroom

5 Powiedz pozostałym uczniom z klasy, jakie muzeum opisała koleżanka / opisał kolega z grupy.

Wojtek knows the Museum of King Jan III in Wilanów in Warsaw. His favourite exhibits are the royal gardens in the park and the King's bedroom.

6 Przygotujcie kapsułę czasu – wykorzystajcie zdjęcia lub ilustracje.

- 1 A time capsule contains interesting objects. These objects tell people in the future about life in the past. Make a time capsule. Write a list of four things.



a TV
a computer game
a guitar
a digital camera



Project

2

Eating out

1 ^{CD1}₁₉ Posłuchaj nagrania i popatrz na ilustrację. Następnie posłuchaj nagrania ponownie i powtórz słowa oraz wyrażenia.

1 glass of apple juice

2 bowl of soup

3 butter

4 salad

5 ham

6 bottle of water

7 biscuits

8 pasta



2 Pracujcie w parach. Zaproponujcie sobie nawzajem coś do jedzenia lub picia tak, jak pokazano w przykładzie.

I'm hungry / thirsty.

Would you like ... ?

1 CD1
20

Posłuchaj dialogu i go przeczytaj.
O której kanapce mówi chłopiec?



Guess what's in my roll!



Are there any tomatoes?



Yes, there are some tomatoes.



Is there any cheese?



No, there isn't any cheese.



Is there any ham?



Yes, there's some ham.

a



b



c

2 CD1
21

Posłuchaj nagrania i je powtórz.

Grammar focus

Is there **any** salad?

There isn't **any** salad.

There is **some** salad.

Are there **any** biscuits?

There aren't **any** biscuits.

There are **some** biscuits.



3

Pracujcie w parach. Wyobraźcie sobie kanapkę. Nie mówcie koleżance / koledze, co w niej jest. Zadajcie sobie nawzajem pytania tak, jak pokazano w przykładzie.

Are there any bananas?



Yes, there are some bananas.

1 CD1
22

Posłuchaj piosenki i ją zaśpiewaj.

Is there any pasta?
Is there any ham?
Have a look inside the fridge
I'm hungry - yes I am!

Quick, quick, run - run to the fridge.
We're really really hungry
Tell us what there is.

Is there any salad?
Are there any peas?
Have a look inside the fridge
Can you help me please?

Quick, quick, run ...

Are there any apples?
Is there any cake?
Have a look inside the fridge
Sorry, you're too late!



2

Popatrz na ilustrację w ćwiczeniu 1. i odpowiedz na pytania.

What's in the fridge?
What's in the lunchbox?

1 CD1
24

Posłuchaj nagrania i popatrz na ilustracje. Które produkty znajdują się w zupie?

1



2



3



5



6



4



7



8

2 CD1
25

Posłuchaj nagrania i je powtórz.

Grammar focus

I'm going to buy some bread.

I'm not going to make pasta.

Are you going to make soup?

Are you going to have dinner?

Yes, I am.

No, I'm not.



3

Pracujcie w parach. Przygotujcie „talerz zupy” lub „sałatkę” tak, jak pokazano na ilustracji.

Are you going to put any ... in our ... ?



Yes, I am!



Lucy: What a nice restaurant!

Ben: Look at our treasure map, Grandpa.

Grandpa: Oh yes! Ah, but here's our soup. Let's look at the map later.



Grandpa: So, it's a treasure map. What are you looking for?

Lucy: There are pictures on the map. We're looking for these pictures and the lines of a rhyme.



Waiter: Here's your bread.

Lucy: The next picture on the map is a lion. I think the next line is at the zoo ...

Ben: But you don't find red lions at the zoo!



Ben: Oh, no! The map!

Lucy: What is it?

Ben: It isn't in my pocket!



Grandpa: Ben, Lucy ... are you looking for this?

Ben: The map! You've got it, Grandpa! How?

Grandpa: Remember to be careful!



Grandpa: I think that waiter wants the map. But he's got a menu now – from your pocket, Ben! I'm clever!



Grandpa: Hmm, I think I know that waiter ... I'm going to tell you the story, but later. First, let's talk about this picture of the red lion.



Lucy: The Red Lion! It's this restaurant!

Grandpa: Yes, and now look at the menu.

Ben: It's the symbol and the line! It says: 'Lots of stairs. Climb thirty-three!'

2 Przeczytaj ponownie historyjkę i ustaw zdania a–f we właściwej kolejności.

- a Ben and Lucy show the map to Grandpa.
- b Grandpa asks the children about the map.
- c Grandpa shows Ben and Lucy the map.
- d The waiter brings the bread.
- e Grandpa helps Ben and Lucy to find the line.
- f Ben can't find the map.

Think!

3 Odszukaj *sword* na ilustracjach.

4 ^{CD1}₂₇ Posłuchaj nagrania i powtórz zdanie.



A rhino **w**riting a rescue sign on an **i**sland



Skills

1

Przeczytaj tekst i powiedz, co dzieci jedzą na śniadanie.

Think!



Amy from the UK

On Saturdays my dad makes a very special breakfast. We have sausage, bacon, fried tomatoes, beans, fried eggs and some toast.



Rodolfo from Mexico

I live in the north of Mexico. I eat a breakfast called *salchicha con huevo*. This is sausage with scrambled eggs. We eat it with tortillas. It's delicious!



Ana from Brazil

In Brazil we call breakfast *café-da-manhã*. You can have different foods. I have bread, eggs and cheese and then a piece of special cake. We also eat a lot of fruit. I like mango and watermelon. We drink orange juice.



Które z dzieci je ... ?

1



2



3



4



5



6



2

Co zwykle jada się na śniadanie w Polsce?

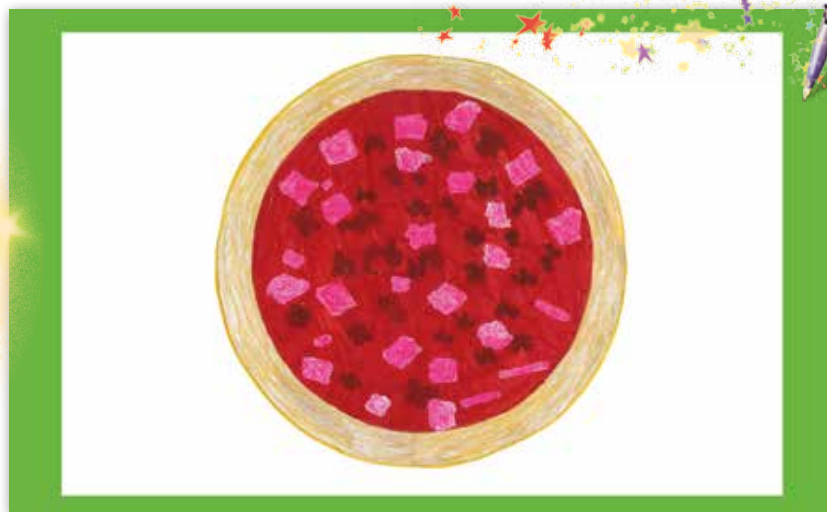
I love breakfast. I have bread ...

Create that!

1

CD1
28

Posłuchaj nagrania i wyobraź sobie, że przyrządzasz pyszną pizzę. Narysuj ją w zeszyte przedmiotowym.



2 Opisz swoją pizzę w zeszyte, odpowiadając na pytania.

- 1 What food is on your pizza?
- 2 What food isn't on your pizza?
- 3 Is it a big or a small pizza?
- 4 Do you like your pizza?

This is my perfect pizza. It's got my favourite things on it! It's very big.
There's some ham and some sausage.
My pizza hasn't got any onions on it.
I don't like onions ...

3 Opisz swoją ulubioną pizzę na forum klasy.

This is my perfect pizza.
There's ...

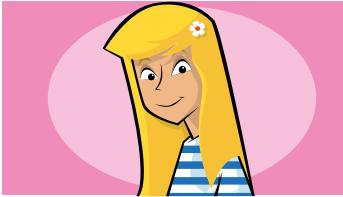


Quiz time



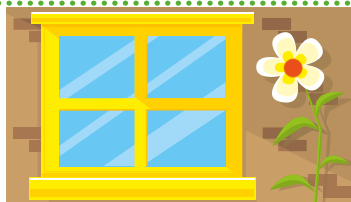
1 Pracujcie w parach. Rozwiążcie kwiz.

- 1 Ania lives at number ...
a fourteen b forty c four



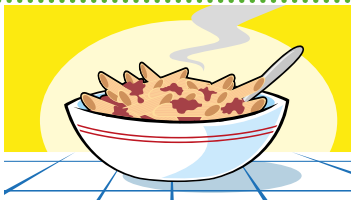
- 2 ... hair is blonde and straight.
a Maria b Maria's c Marias

- 3 Is the journalist ... notes? Yes, she is.
a writing b write c writes



- 4 Which is the word with the different sound?
a yellow b window c flower

- 5 I ... listen to music.
a go to b going to c 'm going to



- 6 Is there ... pasta in the bowl? Yes, there is.
a a b any c an

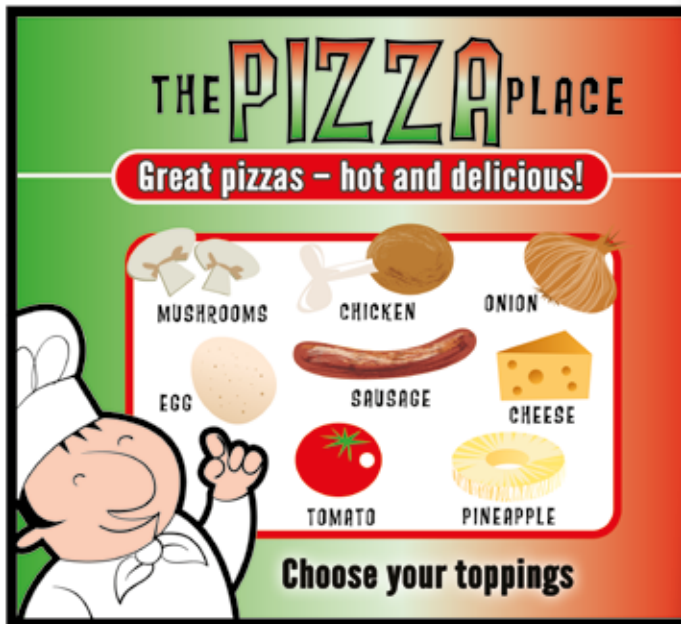
- 7 ... you going to make some biscuits? Yes, I am.
a Do b Are c Is



- 8 What does Jack do in his free time? He ...
football.
a plays b play c is playing

In the pizza restaurant

1 Pracujcie w parach.



Uczeń A

- Wyobraź sobie, że jesteś kelnerem.
- Wybierz pięć produktów, z którymi można przyrządzić pizzę w twojej restauracji.
- Zapytaj klientkę / klienta (Uczeń B), co chciałaby / chciałby zamówić do jedzenia i picia.

Uczeń B

- Wyobraź sobie, że jesteś gościem restauracji sprzedającej pizzę.
- Wybierz trzy produkty, które powinny znaleźć się na twojej pizzy.
- Zamów pizzę i napój.

Useful language

Waiter

Can I help you?

Sorry, we haven't got any ...

How about ... ?

Customer

I'd like a ...

Have you got any ... ?

I don't like ...

Can I have ... ?

2 Odegrajcie scenkę na forum klasy.

Hello. Can I help you?



1

1 CD 1
23

Uzupełnij minidialogi wyrażeniami z ramki. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi. Odegraj dialogi z kolegą / koleżanką.

an idea Look out

1



Tim: _____ !

Mary: What's that?

Tim: It's a tree! It's falling!

Mary: Wow!

2



Liam: What would you like for your birthday?

Kim: I've got _____ .


Liam: What?

Kim: Nothing! Just come to my party!

2

Pokoloruj kwadraty na kolory yellow i brown, w zależności od tego, jak wymawiany jest dźwięk ow w wyrazach napisanych w kwadratach.

Phonics

 yellow	brown	arrow	crown
know	window	how	town
show	now	flower	snow

3 CD 1
24

Posłuchaj nagrania, powtórz słowa i sprawdź swoje odpowiedzi.

1 CD 1
16

Posłuchaj nagrania i dopasuj imiona do postaci na ilustracji.

Jim and Tim

Fred



Sophie

Paul

Mary

2 Uzpełnij luki w tekście, w którym Mat opisuje swoją rodzinę.

T

✕

Hi! I'm Matt and I'm 9 years old. ⁽¹⁾ My hair is short and curly and I've got brown eyes. I've got a brother and a sister. ⁽²⁾ _____ names are Ian and Laura. They've got green eyes and blonde hair. We live in Glasgow, in Scotland. ⁽³⁾ _____ house has got a big garden. We love it!

We live with my mum and dad. My mum's from Spain. ⁽⁴⁾ _____ name's Carmen. She's tall and beautiful. My dad's from Glasgow. ⁽⁵⁾ _____ name's Stuart. He's also tall and he's got a moustache.

1

Przeczytaj tekst piosenki w podręczniku (str. 12) i odpowiedz na pytania, uzupełniając luki imionami: *Roy* lub *Isabelle*.

1 Who's got curly hair?

Isabelle

2 Who's got small ears?

3 Who likes sport?

4 Who is a little thin?

5 Who's got straight hair?

6 Who's got a short nose?

7 Who's got big teeth?

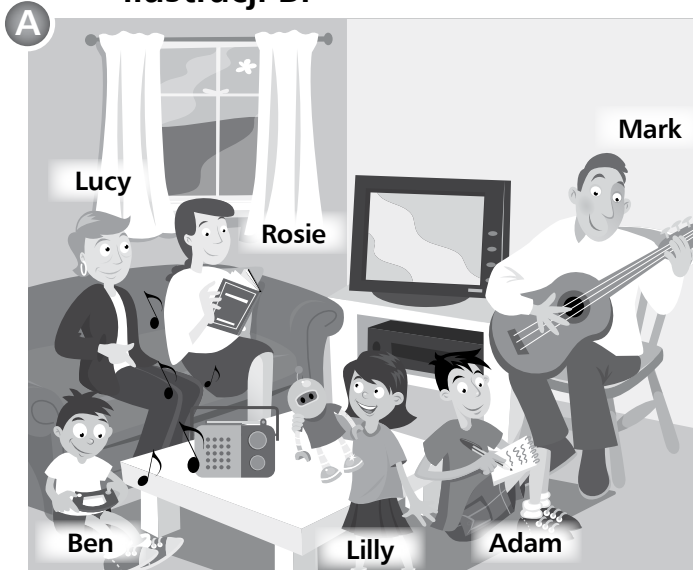


2

Wybierz inne dziecko z ilustracji w podręczniku na str. 12. i opisz je.

His / Her name is _____

1 Popatrz na ilustracje A i B, a następnie uzupełnij zdania dotyczące ilustracji B.



In picture B ...

- 1 Rosie's book is on the sofa.
- 2 _____ is on the chair.
- 3 _____ is next to the wall, behind the chair.
- 4 _____ is on the table.
- 5 _____ is under the chair.
- 6 _____ is next to the TV.

2 Napisz zdania tak, jak pokazano w przykładzie. Następnie dopasuj je do ilustracji

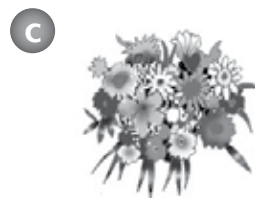
- 1 Jack / dogs / small
Jack's dogs are small.
- 2 Clare / skirt / long

- 3 Mary / hats / new

- 4 Peter / house / big

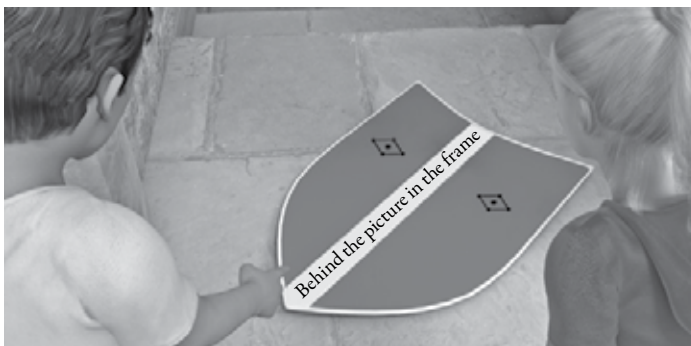
- 5 Pat / flowers / beautiful

- 6 Melissa / radio / old



1 Przypomnij sobie historyjkę z podręcznika (str. 14-15).

Zdecyduj, czy zdania są prawdziwe (*true – t*), czy fałszywe (*false – f*).



- 1 Someone is trying to hurt Ben and Lucy with a stone.
- 2 The knight comes after Ben and Lucy.
- 3 Ben and Lucy hide from the knight.
- 4 Buster falls down the stairs.
- 5 The Explorers find the line of the rhyme on the knight's shield.
- 6 The knight is Zelda.

f

THE EXPLORERS

Pobaw się w odkrywcę. W tej ramce napiszesz wszystkie wersy wierszyka, który pomoże dzieciom odnaleźć skarb. Napisz pierwszy wers z historyjki na stronie 14-15.

1 CD 1
23

Uzupełnij minidialogi wyrażeniami z ramki. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi. Odegraj dialogi z kolegą / koleżanką.

an idea Look out

1



Tim: _____ !

Mary: What's that?

Tim: It's a tree! It's falling!

Mary: Wow!

2



Liam: What would you like for your birthday?

Kim: I've got _____ .

Liam: What?

Kim: Nothing! Just come to my party!

2

Pokoloruj kwadraty na kolory yellow i brown, w zależności od tego, jak wymawiany jest dźwięk *ow* w wyrazach napisanych w kwadratach.

Phonics

 yellow	brown	arrow	crown
know	window	how	town
show	now	flower	snow

3 CD 1
24

Posłuchaj nagrania, powtórz słowa i sprawdź swoje odpowiedzi.

1 His hair is curly

Lesson 1

1 His hair is curly

1 ^{CD 1} ¹⁰ Posłuchaj nagrania i popatrz na ilustrację. Następnie posłuchaj nagrania ponownie i powtórz słowa.

1 blonde
2 curly
3 moustache
4 teeth
5 straight
6 beard
7 fat
8 thin

2 Pracujcie w parach. Opisz jednym zdaniem osobę na portrecie. Koleżanka / Kolega odgadnie, kogo opisujesz.

He's got a moustache. It's the old man.

10 Physical appearance Lesson 1

1 His hair is curly

1 Look, read and circle.

This is Queen Ann. She's **old** / young. Her hair is blonde and **curly** / straight. She's **thin** / fat.

This is Princess Maria. She's **old** / young. Her hair is long and **curly** / straight. She's **thin** / fat and her teeth are very white.

2 Look, read and match.

a Princess Susan's got long, straight hair. She's beautiful.
b Princess Jasmine's got short, curly hair. She's young.
c Prince Jack's got blonde hair and a moustache. He's fat.
d Prince George's got blonde hair and very white teeth. He's thin.
e This is King Elliot. He's got straight hair and a beard. He's old.

3 Describe yourself. What do you look like?

10 Physical appearance Lesson 1

Objectives

- to present the core vocabulary (physical appearance)
- to practise the core vocabulary through speaking
- to practise the core vocabulary through a reading activity
- to practise writing the core vocabulary

Language

New language: physical appearance: *blonde, curly, moustache, teeth, straight, beard, fat, thin*

Recycled language: *hair, map, old, young, man*

Receptive language: *shield, museum, the right place, funny, son, the same, Egypt, Egyptian, line, maybe, Come on!, queen, princess, prince, king*

Materials

CD, Flashcards (physical appearance): 6–13, Teacher's Resource Book (optional)

Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic communication:

Pupils identify and use words to describe physical appearance.

Social and civic competences: Pupils work together to play a guessing game.

Sense of initiative and entrepreneurship:

Pupils write a description of themselves.

Home-school link

- Augmented Reality: vocabulary interactive activity
- Online interactive activities

Pupil's Book, page 10

Warm-up

- Write *Has he/she got ... ?* on the board.
- Tell pupils that you are thinking about a pupil in the class and they should guess who it is by asking questions about their hair, eyes, etc.
- As pupils guess, give the relevant short answer *Yes, he/she has* or *No, he/she hasn't* and write appearance words that they already know on the board, e.g. *brown hair, blue eyes, glasses, short hair*.
- Once they guess the correct pupil, they can play the game in pairs.

Presentation

- Use the flashcards to present the new words for physical appearance.
- Say the word for pupils to repeat. Do this a few times.
- Hold up each flashcard for pupils to say the word.
- Stick the flashcards on the board and elicit the words at random.

1  Listen and look. Then listen and say the words.

- Look at the picture in the Pupil's Book with the class. Discuss where Ben and Lucy are in this unit.
- Draw pupils' attention to the unit title and the shield symbol circled on the map at the bottom of the picture.
- Pupils look at the numbered words and the labels on the two paintings in the picture.
- Play the recording. Pupils hear an introductory dialogue. They then listen to the numbered words and repeat.

CD1 Track 09

Ben: The map shows a shield, so we're in the right place - you find shields in a museum.

Lucy: Hmm. I can't see any shields, only pictures. Look at this old man - his hair is very blonde and curly; and he's got a funny moustache! Is he a king?

Ben: I don't know, but I think this young man with a beard is his son. They've got the same eyes.

Lucy: You're right ... Hey, I'd like to see things from Egypt. Let's go to the Egyptian room.

Ben: But what about the line of the rhyme? What about the shield?

Lucy: Maybe the shield is there. Come on!

Now say the words.

1 blonde, 2 curly, 3 moustache, 4 teeth, 5 straight, 6 beard, 7 fat, 8 thin

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

2 Say and guess.

- Demonstrate the activity by reading the example. Ask pupils to point to the moustache to check understanding.
- Pupils play the game in pairs.

Activity Book, page 10

1 Look, read and circle.

- Pupils look at the pictures, read the texts and choose the correct words to complete them.

Key: 1 curly, fat, 2 young, straight, thin

2 Look, read and match.

- Pupils read and match the descriptions with the pictures.

Key: a 2, b 5, (c 1), d 4, e 3

3 Describe yourself. What do you look like?

- Tell pupils to use the Pupil's Book and Activity Book to help them write their descriptions. Remind them to use *I've got*.

Key: Pupils' own answers

OPTIONAL ACTIVITIES

Reinforcement

- Pupils write a description of one of the men in the paintings from the Pupil's Book.

☞ See also *Teacher's Resource Book Worksheet 1, p11*

Extension

- Pupils draw their own pictures of a king, queen, prince or princess. They invent a name and colour their pictures.
- Pupils write a description of their character under the picture.
- Display their work around the classroom.
- In a small class, pupils could write the descriptions on another piece of paper, to be displayed separately. The pupils then walk round matching the texts with the pictures.

1 Dopasuj ilustracje a–f do zdań 1–6.

Think!



- 1 Our eyes are green.
- 2 His nose is long.
- 3 My teeth are big and white.
- 4 Her ears are big.
- 5 Their hair is short and straight.
- 6 Her hair is blonde and curly.

2 ^{CD 1} ¹¹ Posłuchaj nagrania i je powtórz.

Grammar focus

- | | |
|------------------------|---------------------------------|
| My eyes are big. | Your hair is blonde and curly. |
| His moustache is long. | Her hair is short and straight. |
| Our eyes are brown. | Their teeth are white. |



3 Pracujcie w parach. Opisz ucznia lub uczennicę z waszej klasy, nie podając jego / jej imienia. Koleżanka / Kolega postara się odgadnąć, kogo opisujesz.

His hair is brown and curly.



I think it's ...

Lesson 2

Revision of possessive adjectives 11

1 ^{CD 1} ¹⁶ Listen and match.

Jim and Tim

Fred



Sophie

Paul

Mary

2 Read and complete Matt's description of his family.

Hi! I'm Matt and I'm 9 years old. ⁽¹⁾ My hair is short and curly and I've got brown eyes. I've got a brother and a sister. ⁽²⁾ _____ names are Ian and Laura. They've got green eyes and blonde hair. We live in Glasgow, in Scotland. ⁽³⁾ _____ house has got a big garden. We love it!

We live with my mum and dad. My mum's from Spain. ⁽⁴⁾ _____ name's Carmen. She's tall and beautiful. My dad's from Glasgow. ⁽⁵⁾ _____ name's Stuart. He's also tall and he's got a moustache.

Lesson 2

Revision of possessive adjectives 11

Objectives

- to present the first core grammar
- to practise the core grammar through reading
- to practise the core grammar through speaking
- to practise the core grammar through listening for specific information

Language

New language: physical appearance

Recycled language: possessive adjectives: *my, your, his, her, our, their*, adjectives (size, colours), family, clothes, *spiral, spots*

Receptive language: *on the right, house, garden*

Materials

CD, Teacher's Resource Book (optional)

Digital Minds

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic communication:

Pupils describe people using possessive adjectives.

Social and civic competences: Pupils work together to play a guessing game.

Home-school link

- Augmented Reality: Grammar 1 interactive activity
- Online interactive activities

Pupil's Book, page 11

Warm-up

- Pupils stand in a circle (or two circles if you have a bigger class).
- Each pupil says a word, but each word should relate to the previous word, e.g. opposites (*curly/straight*, *thin/fat*) or associations *moustache/face* (a moustache is on your face).
- If pupils agree that a word is not related, the person who said it stands back from the circle and the next person in the circle begins a new chain.

Presentation

- Write *Ben* and *Lucy* on the board. Elicit the colour of their hair (brown and blonde).
- Write a gapped sentence under their names:
___ hair is brown. ___ hair is blonde.
Elicit what words are missing (his/her).
- Read the sentences for pupils to repeat.
- Point to a pupil and say *Your eyes are (brown)*. Chain drill *your* by getting each pupil to say something about another pupil, e.g. *Your hair is brown*. (If this becomes too repetitive, they can talk about clothes or items such as pencils.)
- Use groups of pupils to present *our* and *their* in a similar way.

1 Look, read and say the letter. Think!

Thinking skills: matching

- Demonstrate the activity by discussing the first picture.
- Elicit what the pupils can see and ask what the wolf is saying.
- Pupils look at the pictures and say the sentences in pairs.
- Do class feedback by eliciting the full sentences.

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

2 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs. Make sure that they pronounce the *h* in *His* and *Her*.

3 Describe a classmate. Your friend guesses.

- Ask two volunteers to read the example to demonstrate the activity.
- Do another example by describing a pupil in your class.
- Pupils play the game in pairs.
- Monitor and help with vocabulary as necessary.

Activity Book, page 11

1 Listen and match.

- Pupils listen and draw lines to match the names with the people in the picture.

CD4 Track 06

Girl: Hi. This is a photo of my family. I'm Mary and I'm standing on the right. My hair is long and curly and I'm wearing a hat. This is my dad. He's got a beard. His name's Paul. He's wearing a T-shirt with a big spiral on it. It's ugly! Now, these are my twin brothers. They're very funny. They're jumping in this photo. Their names are Jim and Tim. Oh, this is my mum, Sophie. She's wearing her new dress with spots. Her hair is long and straight. I love it. And this man is my grandpa. He's got a moustache. He's helping in the garden. His name is Fred.

Key: Jim and Tim b, Fred a, Sophie c, Paul d

2 Read and complete Matt's description of his family.

- Pupils read the description and write the correct possessive adjective.

Key: 2 Their, 3 Our, 4 Her, 5 His

OPTIONAL ACTIVITIES

Reinforcement

- Pupils use the pictures in PB Activity 1 to practise the language. One pupil describes a character and the other pupil guesses who it is.

➔ See also *Teacher's Resource Book Worksheet 2, p12*

Extension

- Pupils draw a picture of their family and write a description of them.
- Refer pupils to AB Activity 2 to help them.

Grammar focus [PB p84]

1 Say the correct answer.

- Pupils individually read and decide on the answer silently.
- Elicit full sentences when doing class feedback.

Key: 1 My, 2 Her, 3 Their, 4 Our, 5 your

1 ^{CD} Posłuchaj piosenki i ją zaśpiewaj.

His hair is straight
His ears are small
His teeth are big
But that's not all.

He's a great, great, great, great boy,
He's a lot of fun to be with, yeah.
He's a great, great, great, great boy,
His name is Roy!

Her hair is curly
Her nose is short
She's a little thin
She really likes sport.

She's a great, great, great, great girl,
She's a lot of fun to be with, yeah.
She's a great, great, great, great girl,
Her name is Isabelle!



2 Ułóż kolejną zwrotkę piosenki.

His / Her is
His / Her are
He's / She's a little
He / She really likes

12 Singing for pleasure

Lesson 3

1 Read the song in the Pupil's Book and answer the questions. Write Roy or Isabelle.

- Who's got curly hair? Isabelle
- Who's got small ears? _____
- Who likes sport? _____
- Who is a little thin? _____
- Who's got straight hair? _____
- Who's got a short nose? _____
- Who's got big teeth? _____



2 Choose one of the other children from the song. Describe him or her.

His / Her name is _____

12 Song practice

Lesson 3

Objectives

- to consolidate the core vocabulary and grammar (physical appearance and possessive adjectives) through a song
- to sing a song for pleasure
- to check comprehension of the song
- to encourage pupil creativity

Language

New language: physical appearance, possessive adjectives

Recycled language: great, boy, a lot of fun, sport, girl

Materials

CD

Digital Minds

- Karaoke song
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic communication:

Pupils join in with a song.

Cultural awareness and expression:

Pupils sing together as a class.

Sense of initiative and entrepreneurship:

Pupils write their own verse of a song.

Home-school link

- Augmented Reality: karaoke song
- Online interactive activities

Pupil's Book, page 12

Warm-up

- Refer pupils to the picture in the Pupil's Book.
- In pairs, pupils take it in turns to describe and point to a person in the picture.
- Monitor and help with vocabulary as necessary.

1 ^{CD 1}₁₁ Listen and sing.

- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat. Do this slowly at first and then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.

2 Choose words and read out your verse.

- Give an example, e.g. *His hair is long.*
- Pupils complete their verse in their notebooks with their own ideas. Monitor and help.
- Invite pupils to read out or sing their verse.

Key: Pupils' own answers

Activity Book, page 12

1 Read the song in the Pupil's Book and answer the questions. Write *Roy* or *Isabelle*.

- Read the example and refer pupils to the Pupil's Book.
- Do class feedback asking pairs of pupils to ask and answer.

Key: 2 Roy, 3 Isabelle, 4 Isabelle, 5 Roy, 6 Isabelle, 7 Roy

2 Choose one of the other children from the song. Describe him or her.

- Pupils use the song to write a description of one of the other children in the PB picture. They invent a name for him/her.

Key: Pupils' own answers

OPTIONAL ACTIVITIES

Reinforcement

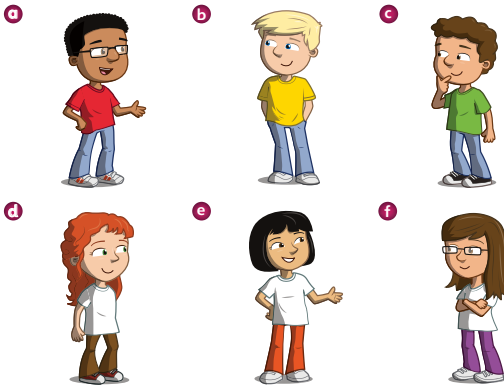
- Use the karaoke version (CD1 Track 12) for pupils to practise singing the song.
- Play the karaoke version again. Pupils take it in turns to sing their own verses from PB Activity 2.

Extension

- Pupils work in pairs. One pupil has their book closed.
- They take it in turns to ask *Who's got ... ?* for their partner to answer *Roy* or *Isabelle*.

- 1 ^{CD 1} 14 Posłuchaj nagrania i popatrz na ilustracje. Dopasuj imiona z ramki do rysunków dzieci.

Pablo David Harry Kim Sandra Emily



- 2 ^{CD 1} 15 Posłuchaj nagrania i je powtórz.

Grammar focus

Tom's sweater is blue.
Olivia's hair is curly.
Daniel's trousers are big.



- 3 Pracujcie w parach. Uczeń A – poproś, aby uczeń B opisał wskazaną przez siebie osobę z ćwiczenia 1. Uczeń B – zamknij książkę i opisz wskazaną przez ucznia A osobę z ćwiczenia 1.

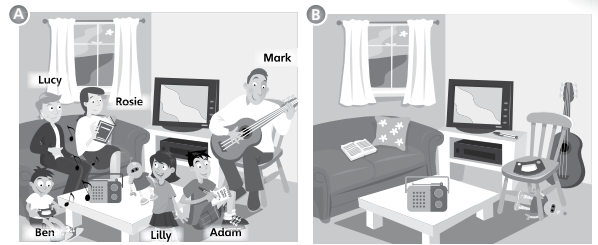
Describe David.

David's T-shirt is yellow. His hair is ...

Lesson 4

Possessive apostrophe 13

- 1 Look at pictures A and B. Then write about picture B.



In picture B ...

- 1 Rosie's book is on the sofa. 2 _____ is on the chair.
3 _____ is next to the wall, behind the chair. 4 _____ is on the table.
5 _____ is under the chair. 6 _____ is next to the TV.

- 2 Write sentences. Then look and match.

1 Jack / dogs / small

Jack's dogs are small.

2 Clare / skirt / long

3 Mary / hats / new

4 Peter / house / big

5 Pat / flowers / beautiful

6 Melissa / radio / old



Lesson 4

Possessive apostrophe 13

Objectives

- to present the second core grammar
- to practise the core grammar through listening for specific information
- to give further practice in the core grammar through a speaking activity
- to give further practice of the core grammar through writing

Language

New language: possessive apostrophe, physical appearance

Recycled language: clothes, adjectives (size, colours), furniture, *computer game, guitar, radio, robot, pen*

Materials

CD, Teacher's Resource Book (optional)

Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic communication:

Pupils describe people and their belongings using the possessive apostrophe.

Social and civic competences:

Pupils work together to play a guessing game.

Home-school link

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities

Pupil's Book, page 13

Warm-up

- Revise clothes by playing a guessing game. Write *He/She is wearing ...* and *He/She isn't wearing ...* on the board.
- Demonstrate the activity by describing a pupil for the class to guess. Write the items of clothing on the board as the pupils guess.
- Pupils play the game in pairs.

Presentation

- Describe two pupils using simple sentences with the possessive apostrophe. e.g. *Ana's hair is long.* *Juan's eyes are brown.*
- Say the sentences again, encouraging the class to repeat chorally.
- Write the examples on the board and underline the possessive 's.
- Using the models on the board, elicit other examples from the class.

1 ^{CD1}₁₃ Look, listen and say the letter for each name.

- Look at the pictures with the class. Elicit the clothes that the people are wearing and what colour they are, e.g. *He is wearing a red T-shirt.*
- Play number 1 as an example and pause the recording to elicit which boy is Pablo.
- Play the rest of the recording. Pupils say the correct letter.
- Pupils check their answers in pairs.
- Elicit full sentences when doing class feedback.

CD1 Track 13

- 1 Girl:** This is Pablo. Pablo's T-shirt is green.
- 2 Girl:** This is David. David's T-shirt is yellow.
- 3 Girl:** This is Harry. Harry's T-shirt is red.
- 4 Boy:** This is Kim. Kim's trousers are orange.
- 5 Boy:** This is Sandra. Sandra's trousers are purple.
- 6 Boy:** This is Emily. Emily's trousers are brown.

Key: Pablo c, David b, Harry a, Kim e, Sandra f, Emily d

2 ^{CD1}₁₄ Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

3 Look at Activity 1 and play the memory game. Describe the children.

- Pupils work in pairs. One pupil has their book closed.
- Monitor and check that pupils are using the possessive apostrophe correctly.

Activity Book, page 13

1 Look at pictures A and B. Then write about picture B.

- Pupils look first at picture A to see who has each item and then at picture B to see where the items are. Check that pupils know what all the items are by eliciting the spellings to the board.

Key: 2 Ben's computer game, 3 Mark's guitar, 4 Lucy's radio, 5 Lilly's robot, 6 Adam's pen

2 Write sentences. Then look and match.

- Pupils write the sentences first before matching them with the correct pictures.

Key: 2 Clare's skirt is long. 3 Mary's hats are new. 4 Peter's house is big. 5 Pat's flowers are beautiful. 6 Melissa's radio is old.
a 6, b 4, c 5, d 3, e 2

OPTIONAL ACTIVITIES

Reinforcement

- Say a mixture of true and false sentences about pupils in class, e.g. *Maria's sweater is red.* (true) *Ramon's trousers are brown.* (false) You could use hair colour and style if your pupils wear a uniform.

Note: If any of your pupils have names ending in -s, demonstrate to the class that e.g. *Carlos's* and *Luis's* are pronounced with three syllables.

- Pupils tap the desk when the sentence is false and clap when the sentence is true.
- Pupils can play the game in small groups.

➔ See also *Teacher's Resource Book Worksheet 3, p13*

Extension

- Pupils write six sentences about what they can see in the classroom, e.g. *Carmen's book is on the desk.* Two of the sentences should be false.
- Pupils swap sentences with a partner and work out which two sentences are false.

Grammar focus [PB p84]

2 Say the correct sentences. Use 's.

- Elicit the answer to number 1 as an example.

Note: Remind the pupils if necessary that 's also means *is* (as in the song: *He's a great boy*).

- Pupils individually read and decide on the answer silently. They then compare in pairs.

Key: 1 That's Vicky's cat. 2 Greg's eyes are blue. 3 Do you like John's kite? 4 Laura's computer isn't in her bedroom. 5 Is Jane's T-shirt pink?

1 CD 1

The knight



Lucy: Now, let's look for the first line of the rhyme.
Ben: Mmm. Are you sure it's here?



Ben: What's that! Help!
Lucy: Oh! It's an arrow!
Ben: Someone's trying to hurt us.



Ben: Let's go. We can come back tomorrow ...
Lucy: Look out! It's a knight! He's coming after us. Run!



Ben: Look, this is a good place to hide.
Lucy: Yes, it is. We're lucky!
Ben: Shhh. Let's keep quiet.



Lucy: I've got an idea. Hold Buster's lead. Buster, come here!
Ben: That's it. Buster! Good dog!



Ben: What a great idea, Lucy.
Lucy: Thanks, Ben! Now, let's try to find that line.

14 Reading for pleasure; value: problem-solving

Lesson 5

1 Remember the story. Write t (true) or f (false).



- Someone is trying to hurt Ben and Lucy with a stone.
- The knight comes after Ben and Lucy.
- Ben and Lucy hide from the knight.
- Buster falls down the stairs.
- The Explorers find the line of the rhyme on the knight's shield.
- The knight is Zelda.

THE EXPLORERS: Be an Explorer! Find the lines of the rhyme to find the king's treasure. Write them here.

14 Story practice

Lesson 5

Objectives

- to read a picture story for pleasure
- to review language from the unit
- to check comprehension of the story

Language

New language: arrow, hurt, Look out!, knight, come after, hide, I've got an idea, lucky, keep quiet, lead

Recycled language: characters and language from the story

Materials

CD

Digital Minds

- Story animation

Basic competences

Competence in linguistic communication:

Pupils listen to a story.

Social and civic competences:

Pupils learn the value of problem-solving.

Cultural awareness and expression:

Pupils act out a story.

Home-school link

- Augmented Reality: Story animation
- Online interactive activities

Pupil's Book, page 14

Warm-up

- Write *Ben*, *Lucy* and *Buster* on the board.
- Elicit what pupils remember about them from the *Well done, Explorers!* unit and the start of this unit.
- Ask questions to prompt pupils if necessary, e.g. *What does Mr Davidson find?* (A symbol on the statue.) *Where do they see the symbol again?* (On the map.) *What can they find with the map?* (More treasure.) *Where do they go?* (To the museum.) *What room does Lucy want to go to?* (The Egyptian room.)

1 ^{CD1}₁₅ The knight

- Use the pictures in the story to support meaning whenever possible.
- Ask where the friends are in frame 1 (in the Egyptian room of the museum).
- Pre-teach *knight* and *hide*.
- Play the recording. Pupils listen and read.
- Check understanding of the story. Use prompt questions, e.g. *Who comes after them?* (A knight.) *What do they find on the knight's shield?* (A line of the rhyme.)
- Ask *Who is the knight?* (Horax.)
- Play the recording again, pausing for pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

Activity Book, page 14

1 Remember the story. Write *t* (true) or *f* (false).

- Pupils read the sentences and remember what happened.

Key: 2 t, 3 t, 4 f, 5 t, 6 f

Note: Focus pupils on the stamp saying 'The Explorers' in frame 7 of the story. Explain that, in six of the stories, Ben and Lucy will find the line of a rhyme to help them find the treasure. Pupils record the lines of the rhyme on this page as they work through the book, starting with the one on the shield in this story.

OPTIONAL ACTIVITIES

Reinforcement

- Put pupils into groups of four to take a role of one of the characters from the story (Ben, Lucy, Horax and Zelda).
- Play the recording. Pupils repeat in role.
- Pupils practise the story in their groups.
- Invite groups to act out the story for the class.

Extension

- Write 's on the board. Tell pupils to read the story again and find all the examples of 's.
- Pupils then work in pairs to decide which examples are possessive 's and which are not.

Key: possessive apostrophes *Buster's* lead,
The knight's shield

other uses of 's *Let's* look/go/try/write (*Let us*),
It's here / an arrow / a knight (*It is*), *What's* that?
(*What is that?*), *Someone's* trying (*Someone is*
trying), *He's* coming (*He is* coming), *That's* it
(*That is it*), *And there's* the line (*And there is* the line)



Ben: Look! The knight's shield! Look at the symbol! And there's the line of the rhyme.
Lucy: 'Behind the picture in the frame'. Let's write it down.



Zelda: Poor Horax.
Horax: Oh, I feel terrible! Let's go and get those children.
Zelda: And their map.

2 Odpowiedz na pytania.

Who ...

- 1 sees the knight?
- 2 is coming after Ben and Lucy?
- 3 finds a place to hide?
- 4 has a great idea?
- 5 sees the shield?
- 6 is the knight?

3 Odszukaj na ilustracjach *crown* i *arrow*.

4 ^{CD 1} ₂₃ Posłuchaj nagrania i powtórz zdanie.

Phonics



A crowd is watching the clown show from the window.

Lesson 6

Phonics focus: ow 15

Objectives

- to check comprehension of the story
- to present and practise the two sounds of the letters ow in English
- to practise conversation sequences
- to understand the value of problem-solving

Language

New language: *crown, crowd, show*

Recycled language: characters and language from the story, *watch, clown, window, know, how, town, now, flower, snow*

Materials

CD, yellow and brown pencils

Digital Minds

- Phonics game

1 ^{CD 1} ₂₃ Write the words. Listen and check. Then say with a friend.

an idea Look out



Tim: _____!
Mary: What's that?
Tim: It's a tree! It's falling!
Mary: Wow!



Liam: What would you like for your birthday?
Kim: I've got _____.
Liam: What?
Kim: Nothing! Just come to my party!

2 Colour the squares yellow or brown.

Phonics

 yellow	brown	arrow	crown
know	window	how	town
show	now	flower	snow

3 ^{CD 1} ₂₄ Listen, say and check your answers.

Lesson 6

Functions; phonics focus 15

Basic competences

Competence in linguistic communication:

Pupils identify the relationship between sound and spelling in English.

Social and civic competences: Pupils practise short conversations to put language in context.

Home-school link

- Augmented Reality: Phonics game

Pupil's Book, page 15

Warm-up

- Ask questions about the story, e.g. *Where are Ben and Lucy?* (At the museum in the Egyptian room.) *Who is in the museum with them?* (A knight.) *What does he do?* (He comes after them.) *What do Ben and Lucy do?* (They hide.) *What do they find?* (The first line of the rhyme.)

2 Answer the questions.

- Pupils read the story again.
- They work in pairs to give the correct names.
- Elicit the names in open class.

Key: 1 Lucy, 2 The knight, 3 Ben, 4 Lucy, 5 Ben, 6 Horax

3 Find the crown and arrow in the story.

- Read out the two pronunciations of the letters *ow*: *crown* (rhymes with *down*) and *arrow* (rhymes with *no*). Check the meaning of *crown*.
- Pupils find the crown and the arrow in the story.

Key: crown frame 8, arrow frames 2 and 3


4 Listen and say. 

- Focus pupils on the picture and elicit what they can see.
- Play the recording. Pupils silently read the caption sentence.

Note: Before hearing the sentence, pupils will hear the key sounds, with pauses for them to repeat.

- Play the recording again. Pupils listen and repeat.
- Elicit the pairs of rhyming words (*crowd/clown*, *show/window*).
- Point out to pupils that the spelling is the same and emphasise that this is why it is important to learn to spell English words correctly.
- Play the recording again. Pupils repeat chorally and then in pairs.

Activity Book, page 15

1  Write the words. Listen and check. Then say with a friend.

- Pupils look at the pictures and complete the sentences. They check answers by listening to the recording. Then they practise the dialogues in pairs.

Key: 1 Look out, 2 an idea

2 Colour the squares yellow or brown. 

- Pupils say the words to themselves and colour the words with the correct colour.

3  Listen, say and check your answers.

- Pupils listen to the recording again to repeat and check their answers.

Key: yellow arrow, know, window, show, snow
brown crown, how, town, now, flower

OPTIONAL ACTIVITIES

Reinforcement

- Write *yellow* on one piece of paper and *brown* on another (or use coloured paper or card if you can). Stick the pieces of paper at opposite ends of your classroom.
- Read the *ow* words from the Pupil's Book and Activity Book. Pupils go and stand next to the colour that has the same sound (*yellow* or *brown*). If you prefer, they can return to the middle of the class to wait for the next word.

Extension

- Ask how Ben and Lucy used their problem-solving skills in the story. (They found a place to hide.) Pupils who worked with *Quick Minds 3* may remember other examples.
- Ask pupils if they can remember a time when they had to solve a problem.

Note: This discussion may need to take place in L1.

Learn and think

Discover museums

1 ^{CD 1} ₁₆ Przeczytaj tekst oraz posłuchaj nagrania na temat dwóch muzeów. Jakie eksponaty można tam zobaczyć?

a  The National Museum of Anthropology in Mexico City has a big collection of ancient Mexican pieces, in 23 galleries. There you can find exhibits of Aztec culture. A famous exhibit is the Sun Stone. This round sculpture shows the Aztec calendar. Another important exhibit is the mask of the Zapotecs. This mask is a mix between an animal and a man – it's got four ears and a big mouth!

b  The Egyptian Museum in Cairo is a famous museum in Egypt. There you can go to the Royal Mummy Room and see the 27 mummies. Some mummies are wrapped in bandages. Another important exhibit is the gold mask of the Egyptian king Tutankhamun. It shows the king's face. He's got big eyes and there's a vulture and a cobra on his forehead. These are symbols of his authority.

2 Przeczytaj teksty ponownie, a następnie popatrz na ilustracje i powiedz, co przedstawiają. **Think!**

1  **2**  **3**  **4** 

16 History Lesson 7

Objectives

- to integrate other areas of the curriculum through English: History
- to extend pupils' understanding of museums
- to practise reading for specific information

Language

New language: collection, ancient, gallery, exhibit, calendar, mummy, object, dinosaur, owl, motorbike, plane

Recycled language: mask, Egyptian, king, symbol

Receptive language: national, anthropology, piece, culture, sculpture, wrapped in, bandages, vulture, cobra, forehead, authority

Basic competences

Competence in linguistic communication: Pupils use known language to talk about History in English.

Materials

CD, Teacher's Resource Book (optional)

Digital Minds

- Interactive Flashcards and Wordcards

Pupil's Book, page 16

Warm-up

- Write *Museum* on the board. Ask pupils what museums there are in their town/city, whether they visit them often and which is their favourite museum.

1 ^{CD 1}
17 **Read and listen about two museums. Say what you can find in them.**

- Tell pupils to look quickly at the texts to find the names of the two museums and what cities they are in (The National Museum of Anthropology in Mexico City and The Egyptian Museum in Cairo).
- Ask if any of the pupils know about these museums.
- Pupils read the texts quickly and quietly to find the main exhibits in each museum.
- They check in pairs. Check with the class.

Key: **Mexico City** a big collection of ancient Mexican pieces, exhibits of Aztec culture, e.g. the Sun Stone, the mask of the Zapotecs

Cairo 27 mummies, the gold mask of the Egyptian king Tutankhamun

2 **Read about the museums again. Then look at the photos and say what they show. Think!**

Thinking skill: interpreting pictures

- Look at the first photo with the class as an example. Elicit what it shows.
- Pupils re-read the texts quietly and match them with details in the texts.
- Check with the class.
- Ask pupils which museum they would like to go to.

Key: **1** a mummy, **2** the mask of the Zapotecs, **3** the gold mask of Tutankhamun, **4** the Sun Stone

OPTIONAL ACTIVITIES

Reinforcement

- Write on the board *Today's lesson*.
- Elicit key points from today's lesson to the board, e.g. *two museums* and *famous exhibits*.
- Pupils copy the heading and notes into their notebooks.

Extension

- Elicit information about a museum that the pupils know in your area.
- Write key information on the board, e.g. *It's in (Barcelona). It's got beautiful (paintings) and old (statues)*.
- Tell pupils to use the texts in PB Activity 1 as a model to help them write a few sentences about the museum that you have discussed as a class or another museum if they prefer.

👉 See also *Teacher's Resource Book Worksheet 4, p14*

3 Przerysuj poniższą tabelę do zeszytu przedmiotowego. Uzupełnij ją informacjami z tekstów na stronie 16. Uwzględnij następujące informacje:

- Name of museum
- Famous collection in the museum
- Location (city and country)
- Famous exhibits in the museum

Name of museum:	A: The National Museum of Anthropology	B: The Egyptian Museum
Location:	Mexico City, Mexico	

4 Pracujcie w grupach. Każde z was opíše muzeum, które odwiedziło. Postarajcie się odpowiedzieć na poniższe pytania. Zanotujcie odpowiedzi w tabeli w zeszytu przedmiotowym.

Do you know a museum? Where is it? What's your favourite exhibit?

	Museum	City	Favourite exhibit(s)
Wojtek	Museum of King Jan III	Wilanów, Warsaw	the royal gardens in the park, the King's bedroom

5 Powiedz pozostałym uczniom z klasy, jakie muzeum opisała koleżanka / opisał kolega z grupy.

Wojtek knows the Museum of King Jan III in Wilanów in Warsaw. His favourite exhibits are the royal gardens in the park and the King's bedroom.

6 Przygotujcie kapsułę czasu – wykorzystajcie zdjęcia lub ilustracje.

Project

1 A time capsule contains interesting objects. These objects tell people in the future about life in the past. Make a time capsule. Write a list of four things.

2 Make a collage with photos or drawings.

Lesson 8 History 17

Objectives

- to summarise information about two museums in table form
- to personalise the topic
- to do a craft project (a collage for a time capsule)

Language

New language: *time capsule*

Recycled language: *meat, feet, garden, fruit, shoe, banana, sausage*

Receptive language: *bird, mammal, natural science, digital camera, giant, USA, lawnmower, UK, German, Germany*

Materials

Magazines/newspapers for pupils to cut out photos, scissors, glue, coloured pens/pencils

Digital Minds

- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic communication: Pupils talk about museums in English.

Social and civic competences: Pupils work together to complete a project.

Sense of initiative and entrepreneurship: Pupils follow instructions to make a collage for a time capsule.

Learning to learn: Pupils reflect on what they've learnt from the unit and become aware of what they can do now.

Pupil's Book, page 17

Warm-up

- Make statements about the two museums from Lesson 7. Pupils call out *Mexico* or *Egypt* based on the information, e.g. *The National Museum of Anthropology* (Mexico), *There's a gold mask*. (Egypt)

3 Make a table about the two museums on page 16.

- Read through the bullet points.
- Refer the pupils back to the texts to find the information.
- Pupils do the activity individually in their notebooks and check in pairs.
- Do class feedback by eliciting the answers to a table on the board.

Key: **A** (Mexico City, Mexico), Ancient Mexican pieces, the Sun Stone, the mask of the Zapotecs
B Cairo, Egypt, the Royal Mummy room, the gold mask of Tutankhamun

4 Work in groups. Ask and answer. Make notes.

- Demonstrate the activity by asking the example questions and eliciting a variety of answers.
- Put pupils into small groups and then ask them to draw a table in their notebooks with the names of the people in their group. They then ask, answer and make notes.
- Monitor groups as they are working to help and suggest ideas as necessary.

5 Tell the class.

- Focus on the example and ask a pupil from each group to report back on another pupil, using the information from their tables.
- Repeat with different pupils and groups as time allows.

6 Make a collage for a time capsule. Project

- Read the instructions with the class. To check that they have understood, elicit ideas for other objects that they could put in a time capsule.
- Pupils write their lists for the time capsule first.
- Go around checking what pupils have written.
- Supply each pupil with the materials that they need.
- Monitor and help pupils as they make their collage.

OPTIONAL ACTIVITIES

Reinforcement

- Write *My favourite lesson is ...* on the board.
- Give pupils five minutes to choose their favourite page from unit 1 in the Pupil's Book.
- Elicit from pupils their favourite lessons, e.g. *My favourite lesson is singing the song about Roy and Isabelle. My favourite lesson is talking about museums with my friends.*
- Write some examples on the board. Pupils write a sentence about their favourite lesson in their notebooks.

Extension

- Pupils write about their time capsules.
- To help them, first elicit key phrases to the board that might be useful, e.g. *My time capsule is from the year 20XX. There's a (computer, a TV, ...). We play games on a computer and we watch ...*

Pupil's Book, page 17

Warm-up

- Make statements about the two museums from Lesson 7. Pupils call out *Mexico* or *Egypt* based on the information, e.g. *The National Museum of Anthropology* (Mexico), *There's a gold mask*. (Egypt)

3 Make a table about the two museums on page 16.

- Read through the bullet points.
- Refer the pupils back to the texts to find the information.
- Pupils do the activity individually in their notebooks and check in pairs.
- Do class feedback by eliciting the answers to a table on the board.

Key: **A** (Mexico City, Mexico), Ancient Mexican pieces, the Sun Stone, the mask of the Zapotecs
B Cairo, Egypt, the Royal Mummy room, the gold mask of Tutankhamun

4 Work in groups. Ask and answer. Make notes.

- Demonstrate the activity by asking the example questions and eliciting a variety of answers.
- Put pupils into small groups and then ask them to draw a table in their notebooks with the names of the people in their group. They then ask, answer and make notes.
- Monitor groups as they are working to help and suggest ideas as necessary.

5 Tell the class.

- Focus on the example and ask a pupil from each group to report back on another pupil, using the information from their tables.
- Repeat with different pupils and groups as time allows.

6 Make a collage for a time capsule. **Project**

- Read the instructions with the class. To check that they have understood, elicit ideas for other objects that they could put in a time capsule.
- Pupils write their lists for the time capsule first.
- Go around checking what pupils have written.
- Supply each pupil with the materials that they need.
- Monitor and help pupils as they make their collage.

OPTIONAL ACTIVITIES

Reinforcement

- Write *My favourite lesson is ...* on the board.
- Give pupils five minutes to choose their favourite page from unit 1 in the Pupil's Book.
- Elicit from pupils their favourite lessons, e.g. *My favourite lesson is singing the song about Roy and Isabelle. My favourite lesson is talking about museums with my friends.*
- Write some examples on the board. Pupils write a sentence about their favourite lesson in their notebooks.

Extension

- Pupils write about their time capsules.
- To help them, first elicit key phrases to the board that might be useful, e.g. *My time capsule is from the year 20XX. There's a (computer, a TV, ...). We play games on a computer and we watch ...*

Quick Minds Reforma 2017 – kurs do nauki języka angielskiego adresowany do uczniów klas 1–6 zreformowanej szkoły podstawowej.

Seria została specjalnie przygotowana z myślą o dzieciach i młodzieży w wieku 7–13 lat. Każdy jej poziom dostosowany jest do możliwości poznawczych oraz zainteresowań uczniów uczęszczających do danej klasy. Zastosowanie różnorodnych technik nauczania wykorzystujących gry, zabawy, utwory muzyczne, historyjki obrazkowe oraz prace projektowe angażuje uczniów i sprzyja przyswajaniu wiedzy. Ponadto seria koncentruje się na propagowaniu wartości moralnych i społecznych pożądanych do właściwego funkcjonowania we współczesnym społeczeństwie.

Zalety podręcznika **Quick Minds 4** to:

- > Historyjki obrazkowe, oznaczone ikoną *The Explorers*, które są miniopowieściami kryminalnymi.
- > Sekcje *Learn and think*, które zawierają elementy nauczania międzyprzemiotowego (CLIL).
- > Sekcje *Project*, które rozwijają umiejętność pracy zespołowej.
- > Sekcje *Think*, które doskonalą umiejętność logicznego i krytycznego myślenia.

Seria **Quick Minds** Reforma 2017 składa się z podręczników:

- > Quick Minds 1
- > Quick Minds 2
- > Quick Minds 3
- > Quick Minds 4
- > Quick Minds 5
- > Quick Minds 6

Quick Minds REFORMA 2017	ESOKJ
Klasy 1–3	pre-A1/A1
Klasa 4	A1+
Klasa 5	A1+/A2
Klasa 6	A2



Wybierz dla siebie dogodną formę kontaktu:



Zadzwoń
22 69 54 800



Znajdź Reprezentanta na
wszpwn.pl/pl/reprezentanci



Skorzystaj z Livechat na
wszpwn.pl



Napisz do nas – formularz kontaktowy na
wszpwn.pl/pl/kontakt/