The presentation dialogue in the **Language focus** section exposes students to the theme, target grammar structures, vocabulary and functions of the unit in a photostory format. Students explore the meaning and usage of the language in manageable chunks before they move on to more formal presentation and practice.

**We get up at seven**

**Language focus**

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme: daily routine</td>
<td>Theme: daily routine</td>
</tr>
<tr>
<td>Picture 3</td>
<td>Picture 4</td>
</tr>
<tr>
<td>Theme: school</td>
<td>Theme: school</td>
</tr>
</tbody>
</table>

**Useful expressions**

- **Student 1:** Morning greetings. How was your day? What did you do?
- **Student 2:** Morning greetings. How was your day? What did you do?
- **Student 3:** Morning greetings. How was your day? What did you do?

**Students check their comprehension of the story.**

**Students try out new language in a personalized context.**

**Presentation**

Prepare students to read and listen to the text by looking at the pictures. Ask students, in Polish if necessary, what is happening in the main picture and if they can remember what has happened in the story so far.

Refer students to the vocabulary in the Check it out! box to help students predict what the story is about.

Encourage teamwork by allowing students to act out the dialogue. As the course develops, students will have more control over how they act out the dialogues.

**Language focus**

Read the instructions together carefully. Then ask students to look at the example. In a **weaker class**, work through the dialogues, checking answers as you go. In a **stronger class**, allow students to complete the dialogues independently. Students listen to the dialogues to check their answers. Listen again and drill the dialogues chorally to practise pronunciation of new language.

Put students into pairs to practise the dialogues. Encourage students to stand up and speak for additional speaking practice to make the activity realistic, enjoyable and motivational.
The Vocabulary section presents the main vocabulary set of the unit using pictures and a listening activity. It also stimulates students to remember other related vocabulary items previously taught, and enables students to practise the new vocabulary, at both word and sentence level, in a personalized context.

**Presenting new words**
Present and practise the new words using the pictures in the Student's Book, mime or other games. Flashcards are available to print from the Oxford Teachers' Club, or you can use the electronic flashcards on the iTools to introduce the new vocabulary set. Find these in the Resources tab.

**Practising new words**
Drill the vocabulary chorally until students are confident with it.
Encourage students to work with a partner of a similar level to practise using the language in a personalized way.
Encourage students to be supportive and respectful of one another and help each other with speaking tasks.
Provide error correction tasks in a stronger class.
The first Grammar section presents the target grammar structures of the unit in clear, simple tables and provides a variety of activities through which students can practise the new structures. Having already seen the new language in the Story and Language Focus sections of the unit, students can now focus on the correct usage in more detail. The practice activities range from controlled exercises focusing on form, to freer personalized exercises. There are also additional activities for stronger classes or fast finishers.

**Introducing and practising grammar**

Look at the grammar table together and elicit grammar rules from the students. You can use the grammar cards provided online to explain and practise the language further.

Look at example items given for exercises together as a class. In a weaker class, continue to work through the answers together or ask students to do so in pairs. Allow students in a stronger class to work through exercises independently. Tell students to check their answers in pairs before feeding back.

Provide additional practice of the grammar using the corresponding MWP and Extension and Reinforcement activity sheets are also provided for stronger and weaker students respectively.
Teaching communication skills

Look at the picture and discuss the topic of the dialogue with the class.

Ask students to look at the dialogue and complete it using the information provided. Monitor, praise and check throughout.

Play the audio to listen to the pronunciation of the functions. Drill the pronunciation chorally and individually to prepare students for the later stages of the lesson.

Allow students time to write the final dialogue in their notebooks for future reference.

Ask students to stand up and speak with a partner to use the language and pronunciation in a realistic and fun way. Ideas for extending pronunciation exercises are provided in the teaching notes.

For some units, you can also use the Teacher’s Resource DVD-ROM to develop students’ language further. Worksheets are provided both online and on the Teacher’s Resource DVD-ROM.
The second Grammar section presents new target grammar structures in clear, simple tables and provides a variety of activities through which students can practise the new structures.

The students have already focused on some of the grammar of the unit and they now look at other aspects of the same main point or a new point. As on the first Grammar page, the practice activities range from controlled exercises focusing on form, to freer personalized exercises. There are also additional activities for stronger classes or fast finishers.

**Grammar**

**Adverbs of frequency**

<table>
<thead>
<tr>
<th>Adverbs of frequency</th>
<th>城��</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>usually</td>
</tr>
</tbody>
</table>

Przeczytaj zdania. Wybierz właściwy wyraz i zapisz poprawne zdania w zeszycie. [ ]

1. I usually get up at eleven o'clock.
2. We are often at the cinema.
3. He usually gets up early.
4. I usually go to school by bus.
5. I usually get up early.

**Prepositions of time**

<table>
<thead>
<tr>
<th>Time</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>at three o'clock</td>
<td>at night</td>
</tr>
</tbody>
</table>

3. Wybierz właściwy przykładowo czas. Napisz odpowiedzi w zeszycie. [ ]

School starts at nine o'clock.
School starts at eight o'clock.
I usually get up early.
I usually get up early.
You usually go to school.

4. Użyj zapisanych w zeszycie zdaniach z podanymi wyrazami. Użyj podanych przykładowych czasów rzeczownikowych, czasowników, a i, am. [ ]

- I usually get up early.
- I usually go to school.
- I usually get up early.
- I usually go to school.
- I usually get up early.
- I usually go to school.

**Game!**

5. Zagrajmy w gry językowe. Uczet A ma/wi jeden z czasowników, które są zamiast na temat ucznia A, używając tego czasownika. [ ]

- Do you go to school
- I usually get up early.
- I usually get up early.
- I usually get up early.
- I usually get up early.

A: get up
B: Maple usually gets up at nine o'clock.

Finished?

Napisz w zeszycie zdanie zgodne z prawdą. Zastąp przykładowy obraz, a, usually, sometimes, i, never. [ ]

I always have a shower after breakfast.
I never go...

Play the game to review the language in a fun and motivational way. Tips for teaching games and extending activities are provided in the teaching notes and online.

Provide additional practice of the grammar using the corresponding MC Wersen podstawowa and MC Wersen pełna pages. Online Extension and Reinforcement activity sheets are also provided for stronger and weaker students respectively.

**Introducing and practising grammar**

Look at the grammar table together and elicit grammar rules from the students. You can use the grammar cards provided online to explain and practise the language further.

Look at example items given for exercises together as a class. In a weaker class, continue to work through the answers together or ask students to do so in pairs. Allow students in a stronger class to work through exercises independently. Tell students to check their answers in pairs before feeding back.
The Skills section provides a focused study of skills all related by topic. There are a variety of Reading text types, which reinforce the language students have learnt throughout the unit. Listening activities extend the topic further. A variety of activity formats are used to help students develop listening comprehension skills. The Speaking and Writing sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage.

A second Vocabulary set, which complements the topic of the unit, is also presented and practiced.

**Reading skills**
Prepare students for reading by looking at the picture and title of the text and asking them to predict what it is about.

**Listening skills**
Prepare students for listening by first reading the statements or questions. Allow students to listen to the text twice.

**Vocabulary skills**
In a stronger class, ask students to look at the wordpool box to find and match the expressions to the pictures before they listen and check. In a weaker class, play the audio and ask students to listen and match the phrases and pictures.

**Speaking skills**
Use the table to provide support for speaking practice. Encourage stronger students to use additional vocabulary when speaking.

**Writing skills**
Use the writing model to provide support to develop students’ own writing.

**Song**
Teaching tips to exploit the language of the songs are provided on page 74.

**Did you know? boxes**
Give students additional information about the topic using the Did you know? boxes in the teaching notes.
The Culture section provides extended reading practice and the chance for students to learn about an aspect of British culture thematically linked to the unit. The section concludes with a group Project designed to help students develop their language skills and their creativity. Students work together in teams using the notes and instructions for the project on the corresponding MC Wersja pełna page. The Review section consolidates the vocabulary, grammar and functions covered in the unit. There’s a corresponding My Progress section in the MC Wersja pełna, which allows students to reflect on their progress.

Culture

Before reading, look at the glossary box provided. Ask stronger students to guess the meaning of the language from the context of the text before they look at the Polish translations.

Project

Look at the project instructions in the MC Wersja pełna and talk about the different stages and tasks that will build up the project. Encourage everyone to share their opinions. Students can complete their projects in class or as homework. You can ask students to present their completed projects to the class, then display students’ work around the classroom.

Review

In a weaker class, allow students to check their answers together in pairs. In a stronger class, put the answers on the board and encourage students to check their own work. Monitor as they do this and discuss any areas which students had particular difficulty with.

My Progress

Ask students to read the sentences and decide how they feel about the different sections of the unit. Talk to the students individually if possible. Use the corresponding Repetytorium section in the Teacher’s Power Pack as well as the Extension and Reinforcement worksheets for further practice.
Exam training
Read the tip with the class and emphasize its importance. Explain that in the upper primary exam, there are a limited number of task types and it is important to get used to them.