

## Lesson 1.1 Vocabulary

### Warm-up

(Books closed) Play *Snowman* with words from Unit 0. On the board, write a dash for each letter of a word. Students work in two teams and take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess (snowballs, sticks for arms, a hat, eyes, a nose, a mouth, buttons). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.

### Lead-in

Write *Family and friends* on the board. Students predict what they will learn. With books closed, brainstorm family words with the class.

### Exercise 1

Choose one word from the box, translate it and say *I know that!* with a thumbs up gesture. Volunteers continue.

### Exercise 2 1.16

- Students look at page 10. Say *This is Mark. This is Mark's family*. Pairs use the colours of each character's clothes to work out who they are.
- Play the recording. Pause for students to repeat each word and to point to the corresponding person. Alternatively, with a weak class get different volunteers to hold up their books and point. Explain where necessary.

**Answers** → student page

### Exercise 3

- Make sure students understand that the words on the left are masculine and those on the right are feminine.
- Students complete the table in pairs.

**Answers** → student page



#### VOCABULARY

Family |  
Countries and nationalities |  
Places

#### GRAMMAR

Possessive 's | to be affirmative |  
Possessive adjectives |  
to be negative



#### SPEAKING

Introductions



#### READING

This is my family album

#### LISTENING AND WRITING

International Friendship Day |  
Capital letters

#### GET CULTURE!

English around the world

10 Unit 1

### Exercise 4

- Students do the matching exercise individually.
- Pairs compare answers.

**Answers** → student page

### Look!

Using the picture on page 10, point at Mark and then at his dad. Say *Mark. Dad. Mark's dad*. Explain that in this example 's is not a short form of to be. It is used to express relationship between people.

# Family and friends

## Vocabulary

Potrafij nazwać członków rodziny.

### 1 Read these words. What do they mean in Polish?

brother dad granddad granny mum sister

I know that!



### Exercise 5

Students complete the exercise in pairs. Then divide the class into two groups. Ask one student from each group to come up. Raise the book and say *Mark's (uncle)*. The student who first points at the right person in the picture wins a point for his/her group. Continue with other pairs.

**Answers** → student page

### Exercise 6

Help weaker students by pairing them with strong ones. Students complete the sentences individually. Then they check each other's answers and give feedback.

**Answers** → student page

- 2 1.16 Listen and repeat. Find the people in Mark's family pyramid on page 10. Use the colours to help you.

### Vocabulary Family

mother mum father dad parents  
grandfather grandad grandmother granny  
son daughter brother sister  
aunt uncle cousin

- 3 In your notebook, complete the family words. Use the Vocabulary box to help you.

He	She
father	<i>mother</i>
<i>grandfather</i>	grandmother
son	<i>daughter</i>
<i>brother</i>	sister
uncle	<i>aunt</i>
<i>cousin</i>	cousin

- 4 In your notebook, match 1–4 to a–d.

- |               |           |
|---------------|-----------|
| 1 father      | a grandad |
| 2 grandmother | b dad     |
| 3 mother      | c granny  |
| 4 grandfather | d mum     |
- 1 b 2 c 3 d 4 a

### LOOK!

Paul = Mark's father  
Lucy = Rose's daughter

- 5 Look at the family pyramid on page 10. Write the names in your notebook.

- |                      |                  |
|----------------------|------------------|
| 1 Mark's grandfather | <i>John</i>      |
| 2 Mark's sister      | <i>Lucy</i>      |
| 3 Mark's aunt        | <i>Julia</i>     |
| 4 Mark's brother     | <i>David</i>     |
| 5 Mark's cousins     | <i>Tom Anna</i>  |
| 6 Mark's grandmother | <i>Agatha</i>    |
| 7 Mark's uncle       | <i>Peter</i>     |
| 8 Mark's parents     | <i>Rose Paul</i> |

- 6 Look at the family pyramid again. In your notebook, complete the sentences with the names in the box.

Mark's Julia's Rose's Tom's Paul's Peter's

- Peter is *Mark's* uncle.
- Julia is *Paul's* sister.
- David is *Rose's / Paul's* son.
- Anna is *Peter's / Julia's* daughter.
- John and Agatha are *Julia's / Paul's* parents.
- Lucy is *Tom's / Anna's* cousin.

- 7 1.17 Listen. Are the sentences true or false? Listen again and check your answers.

1 **John**

2 **Anna**

3 **Julia**

4 **Agatha**

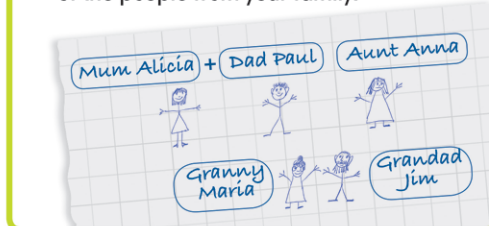
5 **Paul**

6 **Mark**

1 false

I remember that!

- 8 Draw your family pyramid in your notebook. Write the names of the people from your family.



Unit 1 11

## Exercise 8

- Students do the activity in their notebooks. Alternatively, if you have class time, they could make a poster.
- Pairs or small groups point and tell each other about their family. As you monitor, try to give positive feedback and challenge strong students to use complete sentences.

### Finishing the lesson

- Students write down the new words they have learnt. Remember to praise and encourage them. Tell weaker students they will be able to practise the words again in the other units and activities.
- Ask *Can you talk about people in a family?* Students copy the objective into their notebooks and draw the emotion that reflects their progress.

### Activity for fast finishers

- Pairwork. (*Book open*) Student A names someone in Mark's family. (*Book closed*) Student B says his/her relationship to Mark, e.g. *Mark's uncle*. They swap roles and continue.
- Students close their books and write all the family words they can remember in their notebook. They open their books and check.
- Students write sentences about a friend's family, e.g. *Martin is Anna's brother* or *Martin - Anna's brother*.

Audio scripts: page 129

### Further practice

- Vocabulary: Photocopiable Resource 1, page 157
- Workbook, page 6

### Extra activity

- (*Books open*) The class look at Mark's family pyramid for one minute.
- (*Books closed*) Divide the class into two teams, A and B. Invite one student from each team to the front. Secretly show Student A the pyramid.

He/She imitates one of the character's posture and/or facial expression. Student B guesses who it is, e.g. *Mark's uncle* (one point) or *Mark's uncle, Peter* (two points). Continue with different students.

### Exercise 7 1.17

- Pause after the example to make sure students understand the exercise.
- Students work individually. (Pause after each question to help a weak class.) Then they compare their answers in pairs.
- Get a strong class to correct the false answers.

Answers → student page

Potrafię stosować zaimki dzierżawcze *my, your, her, his* oraz czasownik *to be* w zdaniach twierdzących.

# It's Granny's birthday!

**Warm-up**

- (Books closed) Pointing to your lips, say *Look!* Mouth a family word but don't say it aloud. The class guesses the word by reading your lips. Pairs continue.
- Write a few sentences with *to be* on the board, e.g. *I am your teacher. You are students.* Ask *What's the verb?* Explain the lesson objectives.

**Lead-in**

- (Books open) Pointing to the photos on page 12, ask *Who is he/she?* (Alex./ Jen.) Students guess who the new characters are.
- Use the photos to pre-teach *cake, present* and *card*. A strong student translates *Spain*.

**Exercise 1** 1.18

- Read the questions. The class predicts the answers.
- Play the video. If you don't have access to a computer and projector, play the recording.
- Check answers by writing on the board: *1 seven, seventy, seventeen; 2 Granny's son, Alex's cousin, Alex's brother.* Students queue in front of the correct answers.

**Answers** → student page

**Exercise 2**

Check answers using T/F response cards.

**Answers** → student page

**Correct sentences:**

- 2 They are at Sophie's / Granny's house.
- 3 There's a birthday cake in the box.
- 4 He's in Spain.

**Exercise 3** 1.19

- Play the recording, pausing for student to repeat each expression.
- Play the video again. Students shout *STOP!* when they hear each expression.

**Answers** → student page

Today is Sophie's birthday. She is seventy years old. Sophie is Jen and Alex's grandmother. They are at her house.



**Sophie:** I'm so happy you're here.



**Alex:** It's aunt Megan!  
**Megan:** Hello, Alex! Hold this, please! Be careful! It's Granny's birthday cake.  
**Alex:** It's OK. I've got it!



**Megan:** Happy birthday, Mum! Here's your present.  
**Sophie:** Thank you, my darling. Where's your son?  
**Megan:** Jason is in Spain with his class. They're on a school trip. Here's a card from him.  
**Sophie:** Oh, it's a lovely card!  
**Dad:** Hello, sister!



**Dad:** We're ready for the cake!  
**Mum:** Oh, no!

1 1.18 Listen and read. Answer the questions.

- 1 How old is Jen and Alex's granny today? *70.*
- 2 Who is Jason? *Megan's son. / Jen and Alex's cousin.*

**2** Are the sentences true or false? Correct the false sentences in your notebook.

- 1 Granny's name is Sophie. *true*
- 2 They are at Jen and Alex's house. *false*
- 3 There's a present for Granny in the box. *false*
- 4 Jason is at home. *false*
- 5 Dad is Aunt Megan's brother. *true*

1.19 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Hold this, please! Be careful! I've got it!

**Out of class**

**4 CLASS VOTE** Why does Jen and Alex's mum say 'Oh, no!'?

- a The cake is a mess.
- b It's not Granny's cake.
- c There's a mouse in the box.

**5** 1.20 Now listen and check. 2

**Exercise 4**

- Pre-teach *mess* (show) and *mouse* (draw).
- Say *Hands up for a/b/c!* Individuals explain their choice. Don't confirm yet!

**Answers** → student page

**Exercise 5** 3 1.20

Play the video or recording to check.

**Extra video activity** 2

(Books closed) Play a short scene, e.g. 2, with no sound. Pause after each character speaks. Elicit what they say, using gestures. Pairs/groups act it out. Weak student read the lines in their books.

**Get Grammar!** 4

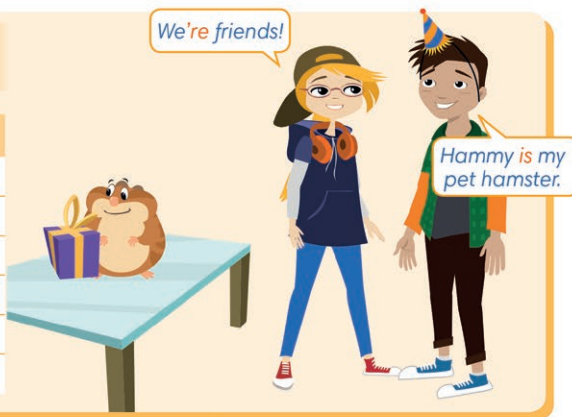
- Introduce Hammy and the characters.
- Play the Get Grammar! video. The class repeats the examples after you in chorus.
- Explain contractions. Say *I am ten*. Hold up one finger on each hand. Then say *I'm ten*. Bring both fingers together.

## Get Grammar!

to be affirmative



Long form	Short form
I <b>am</b> ten.	I' <b>m</b> ten.
You <b>are</b> ten.	You' <b>re</b> ten.
He/She/It <b>is</b> ten.	He/She/It' <b>s</b> ten.
We <b>are</b> ten.	We' <b>re</b> ten.
You <b>are</b> ten.	You' <b>re</b> ten.
They <b>are</b> ten.	They' <b>re</b> ten.



6 Find the sentences in the story. Write the missing words in your notebook.

- 1 They **are** at her house.
- 2 'I'**m** so happy!'
- 3 'You'**re** here!'
- 4 'It'**s** Granny's birthday cake.'
- 5 'Jason **is** in Spain.'
- 6 'We'**re** ready for the cake!'

7 Choose the correct answers. Write them in your notebook.

- 1 You **are** / **is** ready.
- 2 I **is** / **am** here.
- 3 We **am** / **are** happy!
- 4 Jason **is** / **am** Jen's cousin.
- 5 It **are** / **is** a present for you.
- 6 Jen and Alex **is** / **are** at their Granny's house.

8 In your notebook, rewrite sentences 1, 2, 3 and 5 in Exercise 7 using short forms of the verb to be.

- 1 You'**re** ready.

## LOOK!

- |            |   |
|------------|---|
| I → my     | It's <b>my</b> birthday. I'm ten!         |
| you → your | It's <b>your</b> birthday. You're eleven! |
| she → her  | It's <b>her</b> birthday. She's nine.     |
| he → his   | It's <b>his</b> birthday. He's twelve.    |

9 In your notebook, complete the sentences with **my**, **your**, **his** or **her**.

- 1 Alex: 'Granny, here's **your** birthday card!'
- 2 Dad: 'It's my birthday. We are at **her** house.'
- 3 Sophie: 'I'm very happy! **My** family is here!'
- 4 Megan: 'Jason is in Spain with **his** class.'
- 5 Alex: '**Your** birthday cake is in this box, Granny.'

### Exercise 6

Students work individually and then compare their answers in pairs.

Answers → student page

### Exercise 7

Pairs in a weak class try to find the subject of each sentence first.

Answers → student page

### Exercise 8

- Students write in their notebooks.
- Choose student to read their answers.

#### Answers

- 2 I'm here.
- 3 We're happy.
- 5 It's a present for you.

#### Look!

Ask students if they know the difference between, e.g. *your*

10 1.21 How old are they? Follow the lines and complete the sentences in your notebook. Then listen and check.

- 1 Lucas: 'I **'m eleven**.'
- 2 Lian: 'Alex and I **are twelve**.'
- 3 Lucas: 'My brother **is sixteen**.'
- 4 Lian to Jen: 'You **are ten**, right?'

11 In your notebook, complete the text with *am*, *are* or *is*.



My name <sup>1</sup> **is** Lian and I <sup>2</sup> **'m/am** twelve years old. Alex and I <sup>3</sup> **are** best friends and classmates. His sister, Jen, <sup>4</sup> **is** ten years old. We <sup>5</sup> **'re/are** friends too.

12 Look at Exercise 11. In your notebook, write about you and your friends.

My name's ... and I ...

13 Read the poem. Make changes to talk about a friend or a classmate.

I'm **ten** today.  
Hip, hip, hooray!  
Let's have a break.  
And eat **my** cake!



Ola's **eleven** today ...

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### Exercise 10 1.21

- Pairs do the exercise.
- Play the recording. Students check.

Answers → student page

### Exercise 11

Pre-teach/elicite *classmates* by pointing to different pairs.

Answers → student page

### Exercise 12

- Students write in their notebooks.
- When monitoring, explain why work is good or needs improvement.

### Extra activity

Pairs write three sentences about a classmate similar to those in Exercise 12. They read the sentences to another pair/the class but they don't say the classmate's name. Students guess who it is.

### Exercise 13

Read the poem aloud with students, clapping a rhythm as you read. Pairs continue, changing the words in red.

### Finishing the lesson

- Ask individuals to say sentences with *to be*. Then ask the class *Can you use the verb 'to be'?*
- Students copy the objectives into their notebooks and draw the emoticons that reflect their progress.

### Activity for fast finishers

- Students write more T/F sentences about the photo story. They ask the class at the end of the activity/lesson.
- Students look at the pictures in the photo story and write down the words they know.

Video scripts: page 140

Audio scripts: page 129

### Further practice

- Photocopiable Resource 2, page 158
- Photocopiable Grammar Roleplays, page 191
- Workbook, page 7
- Extra Online Homework: Grammar Video Extra Activities

**Lesson 1.3**  
**Grammar**

**Warm-up**

- (Books closed) Write on the board:  
1 The bag    blue.  
2 Alex    twelve.  
3 I    in my classroom.  
4 You    the teacher.  
5 We    cool.  
6 Dug and Kit    best friends. Different students come to the board and complete the sentences with *am/are/is*. Ask students to reflect on how much they remember from Lesson 1.2.
- (Books open) Pairs look at pages 14–15. Ask *What will you learn in this lesson?* Volunteers give their ideas. Explain the lesson objectives. Then students look at the board again. Ask who can make the sentences negative.

**Lead-in**

- (Books open) Pointing to Picture 1 in the cartoon, ask *Who's he?* (*Superdug.*) *Who's she?* (*Kit.*) Student tell you what they know about them. (*Superdug is a superhero. Kit is his best friend.*)
- Students tell you what they can see in the other pictures. Use Picture 1 to pre-teach *family album*. Pre-teach/Elicit *happy*. Point to Picture 3, shake your head and say *Dug isn't ... (happy)!* Pre-teach *hungry*. Rubbing your stomach, say *I'm ... (hungry)!*

**Exercise 1**

Tell pairs to look at each picture carefully. Make this a race!

**Answer**

There are eight types of dogs.

**Exercise 2** 1.22

- Write on the board *British, French, Polish* and *Spanish* for a weak class and elicit the meaning.
- Play the recording. Students listen and read.
- Have a class discussion and ask students to justify their answers.

**Answers** → student page

**Grammar**

Potrafię rozmawiać o krajach i narodowościach oraz stosować czasownik *to be* w zdaniach przeczących.

**The Terrific Two** Dug's family album

**1** Kit: Dug? You are a superhero. What about your family?  
Dug: Well, my parents aren't superheroes. Uncle Roberto is a superhero. He's French.  
Kit: Roberto? It isn't a French name.  
Dug: Sorry, you're right. Uncle Roberto isn't French. He's Spanish. Aunt Gigi is French.

**2** Dug: Here I am with Mum and Dad.  
Kit: You aren't happy in the photo!  
Dug: No, I'm not! I'm hungry!

**3** Dug: Dad's British and Mum is Polish.  
Kit: OK, but ... What about you? ... Dug?

**4** SUPERDUG! HELP!

**5** Superdug: No idea, Kit! Bye now!  
Kit: Bye, Superdug! Be careful!

**1** Look at the cartoon. How many types of dogs can you see?

**2** 1.22 Listen and read. What nationality is Uncle Roberto? *Spanish.*

**3** Are the sentences true or false?

- 1 Uncle Roberto is a superhero. *true*
- 2 Aunt Gigi is French. *true*
- 3 Dug's parents are superheroes. *false*
- 4 Dug is happy in the photo. *false*
- 5 Dug's mum is British. *false*

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**Exercise 3**

Pairs do the exercise.

**Answers** → student page

**Get Grammar!** 5

- Play the Get Grammar! video. The class repeats the examples after you in chorus.
- Use your fingers to draw students' attention to the contractions. (See Lesson 1.2, Get Grammar! notes)

- It's advisable not to teach the alternative negative forms *you're not, he's not*, etc. at this point. This could be confusing.

**Exercise 4**

- Pairs write in their notebooks.
- Choose student to write the answers on the board. Involve the class. Ask *Is this correct?* The class helps if necessary.

**Answers**

- 2 Kit is not a dog.
- 3 Dug's parents are not superheroes.
- 4 Dug: 'I am not happy.'
- 5 Kit: 'You are not in the photo, Dug.'
- 6 Dug is not hungry.

**Exercise 5**

- Students write in their notebooks.

## Get Grammar!

to be negative



Long form	Short form
I <b>am not</b> Spanish.	I'm <b>not</b> Spanish.
You <b>are not</b> Spanish.	You <b>aren't</b> Spanish.
He/She/It <b>is not</b> Spanish.	He/She/It <b>isn't</b> Spanish.
We <b>are not</b> Spanish.	We <b>aren't</b> Spanish.
You <b>are not</b> Spanish.	You <b>aren't</b> Spanish.
They <b>are not</b> Spanish.	They <b>aren't</b> Spanish.

Hammy **isn't** orange.

No, I'm **not** orange and I'm **not** fat.



- 4 In your notebook, write negative sentences. Use the long form of the verb to be.

- Dug is French. *Dug is not French.*
- Kit is a dog.
- Dug's parents are superheroes.
- Dug: 'I am happy.'
- Kit: 'You are in the photo, Dug.'
- Dug is hungry.

- 5 Rewrite the sentences in Exercise 4 in your notebook. Use the short form of the verb to be.

- Dug isn't French.*

- 6 1.23 Look, listen and repeat.

### Vocabulary

Countries and nationalities

	the UK / British		Italy / Italian
	Spain / Spanish		France / French
	Poland / Polish		China / Chinese
	the USA / American		

- 7 Look at the flags. In your notebook, complete the sentences about Dug's family with *is* or *isn't*. Correct the false sentences.

- Aunt Teresa *isn't* Spanish. *She is Polish.*
- Grandad Umberto *isn't* Chinese.
- Cousin Lulu *is* French.
- Cousin Chen *isn't* British.
- Granny Flossie *is* American.

- 8 In your notebook, write sentences about Kit's friends and family.

1 Italy  the UK

I'm **not** from Italy. I'm from the UK.

We ...

2 Spain  the UK

Granny Susie ...

3 France  the UK

My cousins ...

4 the USA  China

- 9 Choose your nationality and play Three Guesses game.

- A: *You're Spanish!*  
 B: *No, I'm not Spanish.*  
 A: *You're British!*  
 B: *No, I'm not British.*  
 A: *You're Italian!*  
 B: *Yes, I'm Italian.*



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- When monitoring, remember to praise as well as correct. Explain why students' work is good or needs improvement. Make positive comments first.

#### Answers

- 2 Kit isn't a dog. 3 Dug's parents aren't superheroes.  
 4 Dug: 'I'm not happy.'  
 5 Kit: 'You aren't in the photo, Dug.' 6 Dug isn't hungry.

#### Exercise 6 1.23

- Pre-tech the words if necessary.
- Play the recording, pausing for student to repeat each word in chorus.

#### Exercise 7

- Make sure students understand the flags show the characters' nationalities.

- Divide students into groups of five, making sure that one person in each group is strong ('an expert'). Students complete the sentences and 'the expert' assists them if necessary.

Answers → student page

- Correct sentences:  
 2 He is Italian. 4 She is Chinese.

### Exercise 8

- Pairs write in their notebooks.
- Invite different pairs to write the answers on the board.

#### Answers

- We aren't from Spain. We're from the UK.
- Granny Susie isn't from France. She's from the UK.
- My cousins aren't from the USA. They're from China.

#### Extra activity

- Students write negative and affirmative sentences about their friends and family similar to those in Exercise 8.
- Strong students could write about world celebrities instead. They find words they don't know in a dictionary.

### Exercise 9

- Choose a confident pair to demonstrate the activity.
- Pairs continue, taking turns to guess.

#### Finishing the lesson

- Say affirmative sentences about this lesson that are false. Individuals correct you, e.g. *Dug's mum is British. (No, she isn't. She's Polish.); cousin Chen is French. (No, he isn't. He's Chinese.); granny Flossie is Spanish. (No, she isn't. She's American.)*
- Read the lesson objectives. Students copy the objectives into their notebooks and draw the emoticons that reflect their progress.

#### Activity for fast finishers

- Students look at the pictures in the cartoon and write down the names of the things they know.
- Students find the English names of three more countries/nationalities in a dictionary.

Video scripts: page 140

#### Further practice

- Vocabulary: Photocopiable Resource 3, page 159
- Workbook, page 8

## Lesson 1.4

### Speaking

## 1.4 Speaking

Potrąfię przedstawiać kolegów i koleżanki swoim rodzicom.

# Nice to meet you!

### Culture notes

Pre-teens in the UK may call a married woman they don't know well or a teacher Mrs + surname, e.g. Mrs Hall.

### Warm-up

- (Books closed) Pairs write three negative sentences about a character from the book. One is false. They read the sentences to another pair who say *True* or *False*.
- Speak to two students. Say: *X, this is Y. He's/She's my student. Y, this is X. He's/She's my friend.* Then ask the class to guess what they will learn and explain the lesson objective.

### Lead-in

(Books open) Pointing to the photo, ask *Who's she?* (Jen.) *Where are they?* (At home.) Pre-teach/elicite neighbour. Draw two houses with two people by each. Say *They are ... (neighbours).*

### Exercise 1

Play the video. Students watch. If you don't have access to a computer and projector, play the recording.

Answers → student page

### Exercise 2

Make sure students understand all the phrases in the box first.

### Extra activity

Students invent new names and work in two independent groups. Each student says hello to the student on his/her left, then introduces himself/herself and all the student that have spoken so far, for example: S1: *Hello. I'm X.* S2: *Hello. I'm Y. This is X.* S3: *Hello. I'm Z. This is X and this is Y.* The first group to make a mistake loses.

### Exercise 3

Pairs write their answers in their notebooks. Ask students to justify their answers.

Answers → student page

Jen: Hi, Mum!  
Mum: Hi, kids!  
Jen: Mum, this is Lucas. He's our new neighbour. Lucas, this is my mum.  
Mum: Hello, Lucas. Nice to meet you.  
Lucas: Nice to meet you too, Mrs Newman.  
Mum: Jen, your bag!  
Jen: Sorry, Mum. Let's go, Lucas.



- 1 Listen and read. What's Jen's family name? *Newman.*

- 2 Listen and repeat.

### Speaking Introductions

A: Mum, this is Lucas. He is my friend/classmate. Lucas, this is my mum.  
B: Hello, Lucas. Nice to meet you.  
C: Nice to meet you too.

- 3 In your notebook, write the dialogue in the correct order. Then listen and check.

- 4 a Desi: Nice to meet you too, Lisa.  
1 b Adam: Lisa, this is Desi. He's my best friend.  
3 c Lisa: Hello, Desi. Nice to meet you.  
2 d Adam: Desi, this is my cousin, Lisa.

- 4 In groups of three, act out the dialogue in Exercise 3.

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- 5 Choose the correct answers. Write them in your notebook.

- 1 A: Hello, I'm George.  
B: a Very well, thanks. b I've got it.  
c Nice to meet you, George.  
2 A: Mum, this is Sam.  
B: a He's my classmate. b Hello, Sam.  
c Hold this, please.  
3 A: Kate, this is my sister, Lisa.  
B: a Be careful! b Hi, Lisa. Nice to meet you.  
c She's my friend.



Tom, this is my friend, Zac Efron. He's a famous film star!

- 6 In your notebook, write the names of three famous people. Then introduce them to your friends!

- famous pop star
- famous film star
- famous sports person



### Exercise 4

Monitor students as they work. Don't correct immediately. Try to give positive feedback first.

### Exercise 5

Ask stronger students to explain why the other options are incorrect.

Answers → student page

### Exercise 6

Students work in groups of four. The celebrity should speak, too.

### Finishing the lesson

Students copy the lesson objective into their notebooks and draw the emoticon that reflects their progress.

Video scripts: page 140

### Further practice

- Vocabulary: Photocopiable Resource 4, page 160
- Workbook, page 9
- Extra Online Homework: Speaking Video Extra Activities

Potrąfię zrozumieć tekst o rodzinnych fotografiach.

My family album



**A**

I'm Alice! I'm twelve.  
I'm from London in the UK.

## This is my family album.



**B**



**C**

**This is my favourite photo.**  
I'm four and my sister, Isabel, is six! We aren't at home in this photo. We're at my granny's house in London. Granny is Dad's mum. She's fun!

**My cousin Tommy, Isabel and I are in this photo.**  
We're in the park near my house. I'm nine, Tommy's ten and Isabel's eleven.

**And this is my family: Mum, Dad, Isabel and I.**  
I'm eleven and Isabel's thirteen. We're on holiday in France. My mum and my Aunt Jackie (Mum's sister) are French. Vincent's in the photo too. He's Aunt Jackie's dog. He's great.

1 1.27 Read and listen to Alice's blog. Find Alice in photos A, B and C.

2 In your notebook, complete the sentences with one word.

- 1 Isabel is Alice's *sister*.
- 2 Alice's mum and aunt are *French*.
- 3 Vincent is *Aunt Jackie's* dog.
- 4 Tommy is Isabel's *cousin*.
- 5 Granny is *Dad's* mum.

3 Are the sentences true or false?

- 1 Alice is eleven in Photo C. *true*
- 2 They're on holiday in France in Photo A. *false*
- 3 They are in the park in Photo B. *true*
- 4 Tommy is eleven in Photo B. *false*
- 5 Photo A is Alice's favourite. *true*

4 1.28 Listen and repeat.

**Vocabulary Places**

at home at school at a party  
in the garden in the park on holiday

5 Look at the pictures and write the places.

**a**



*in the park*

**b**



*at school*

**c**



*on holiday*

**d**



*at a party*

**e**



*at home*

**f**



*in the garden*

6 1.29 Listen. In your notebook, match conversations 1-4 to places a-f in Exercise 5. There are two extra places.

1 d 2 f 3 b 4 e

7 Work in pairs. Student A: Go to page 122. Student B: Go to page 124.

**Exercise 2**

- Pairs complete the sentences.
- Ask *Are you sure?* and challenge students to justify their answers.

Answers → student page

**Exercise 3**

Students work individually. Then they compare each answer with a different student.

Answers → student page

**Exercise 4** 1.28

Students read the words before listening. Challenge strong students to translate words they know.

**Exercise 5**

In a weak class, ask different students for the answers first.

Answers → student page

**Exercise 6** 1.29

Play the recording twice, stopping if necessary.

Answers → student page

**Exercise 7**

Pairs describe their photos to each other. Encourage students to help each other.

**Finishing the lesson**

- Read the lesson objective. Students copy the objective into their notebooks and draw the emoticon that reflects their progress.

**Activity for fast finishers**

Students write sentences about the pictures in Alice's blog.

Audio scripts: page 129

**Further practice**

- Workbook, page 10

**Lesson 1.5**

**Reading**

**Warm-up**

- (*Books closed*) Different groups of four act out introducing a celebrity for the class (See Lesson 1.4, Exercise 6).
- (*Books open*) Students look at page 17. Ask what they expect to learn in this lesson. Explain the lesson objectives.

**Lead-in**

- (*Books open*) Pairs look at each photo and say the words they know.
- Students predict how old the people in each photo are.

**Exercise 1** 1.27

- Pairs find Alice in the photos.
- Students find Alice's age in each paragraph. (*Four, nine, eleven.*)

- Write *fun, near* and *great* on the board. Students find the words in the text. Pairs use the context to guess the meaning. Students tell you their ideas.

Answers → student page



## Lesson 1.6

### Listening and Writing

## 1.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o najlepszym przyjacielu i napisać krótki tekst na ten temat.

### Culture notes

International Friendship Day is celebrated on different dates around the world.

### Warm-up

- (Books closed) Play *Chinese Whispers* with the new words in Lesson 1.5. Students form two lines. Whisper a word to the last student in each line. Each student whispers it to the person directly in front of him/her once. The students at the front say the word aloud!
- (Books open) Explain the lesson objectives.

### Lead-in

(Books closed) Write on the board *Are friends important?* Pairs discuss. Then groups of four compare their answers. Have a class discussion.

### Exercise 1

- Pairs look and decide.
- Appoint a student to explain International Friendship Day.

Answers → student page

### Exercise 2 1.30

Play the recording twice if necessary. Students write down key words.

Answers → student page

### Exercise 3 1.30

Students work in pairs and think if they remember any answers. Then they listen again and answer the questions individually. Then they compare their answers in pairs.

Answers → student page

### Exercise 4

- Write these prompts on the board: 1 Name 2 Age 3 Classmate/Neighbour/Family?
- Ask students to use these prompts to tell the class about their best friend. Appoint a student to take notes on the board.

### Exercise 5

- Students read and complete the table individually. Then pairs compare answers.

- 1 Look at the website. What is the radio show about? *It's about friends / best friends.*

- 2 1.30 Listen to the radio show. In your notebook, match callers 1–3 to photos of their best friends A–C.

1 Tom C      2 Maria B      3 Juan A



- 3 1.30 Read the questions. Listen again. In your notebook, write a number or a country.

- 1 How old is Monica? *11*
- 2 Where is Monica now? *(in) the UK*
- 3 How old is Jack? *two*
- 4 Where are Giorgia and Toni from? *Italy*

- 4 Who's your best friend? Tell the class.

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- 5 Read Jen's blog and complete the table in your notebook.

	Name	Age	Nationality	Country
Me	<i>Jen</i>	<i>10</i>	<i>British</i>	<i>the UK</i>
My best friend	<i>Lucas</i>	<i>11</i>	<i>Spanish</i>	<i>Spain</i>

### Writing Capital letters

Use a capital letter for names of people, countries and nationalities. Use a capital letter for the pronoun *I* and at the beginning of every sentence.

*My best friend is Jack. I'm from France. Giorgia and Toni are Italian.*

- 6 Find capital letters in Jen's blog in Exercise 5.

- 7 WRITING TIME In your notebook, write about you and your best friend.

#### Find ideas

Find a photo of you and your best friend. Make notes.

#### Draft

Write about your name, age, country and nationality.

*My name's ... I'm eleven. I'm from ...*

Write the same about your best friend.

#### Check and write

Check all the capital letters and write the final version of your text.

Answers → student page

### Writing time

Pre-teach/check *capital letter*.

### Exercise 6

Challenge pairs to compare the rules from the Writing box with the rules in Polish.

Answers → student page

### Exercise 7

Try to indicate the good aspects of Ss' work and list things to improve.

### Finishing the lesson

Read the lesson objectives. Students copy the objectives into their notebooks and draw the emoticon that reflects their progress.

### Activity for fast finishers

Students find the capital letters in the text on p. 17.

Audio scripts: page 129

### Further practice

- Workbook, page 11

## LESSON 1.1

### Family Rodzina

**aunt** /a:nt/ ciocia  
 **brother** /'brʌðə/ brat  
 **cousin** /'kʌzən/ kuzyn/kuzynka  
 **dad** /dæd/ tata  
 **daughter** /'dɔ:tə/ córka  
 **father** /'fa:ðə/ ojciec  
 **grandfather / grandad**  
 /'grænd,fɑ:ðə, 'grændæd/ dziadek  
 **grandmother / granny**  
 /'græn,mʌðə, 'græni/ babcia  
 **mother** /'mʌðə/ matka  
 **mum** /mʌm/ mama  
 **parents** /'peərənts/ rodzice  
 **sister** /'sistə/ siostra  
 **son** /sʌn/ syn  
 **uncle** /'ʌŋkəl/ wujek

## LESSON 1.2

### Out of class

**Be careful!** /,bi 'keəfəl/ Bądź ostrożny!  
 **Hold this, please.** /'həʊld ðɪs 'pli:z/ Potrzyj to, proszę.  
 **I've got it!** /,aɪv 'gɒt ɪt/ Zajmę się tym.

**best friend** /best 'frend/  
 najlepszy przyjaciel/najlepsza przyjaciółka  
 **birthday** /'bɜ:θdeɪ/ urodziny  
 **birthday cake** /'bɜ:θdeɪ keɪk/ tort urodzinowy  
 **cake** /keɪk/ ciasto  
 **card** /kɑ:d/ kartka (z życzeniami)  
 **class** /kla:s/ klasa  
 **classmate** /'kla:smeɪt/ kolega/koleżanka z klasy  
 **eat** /i:t/ jeść  
 **friend** /frend/ przyjaciel/przyjaciółka  
 **from** /frɒm/ od  
 **happy** /'hæpi/ szczęśliwy  
 **Happy birthday!** /,hæpi 'bɜ:θdeɪ/  
 Wszystkiego najlepszego z okazji urodzin!  
 **Let's have a break.** /lets həv ə breɪk/ Zróbmy sobie przerwę.  
 **lovely** /'lʌvli/ uroczy  
 **mess** /mes/ bałagan  
 **my darling** /,maɪ 'dɑ:lɪŋ/ mój drogi / moja droga  
 **present** /'prezənt/ prezent

**school trip** /'sku:l trɪp/ wycieczka szkolna  
 **She is 70 years old.** /ʃi ɪz ,sevənti 'jɪəz 'əʊld/ Ona ma 70 lat.  
 **yummy** /'jʌmi/ smaczny

## LESSON 1.3

### Countries and nationalities

**Kraje i narodowości**  
 **American** /ə'merəkən/ amerykański  
 **British** /'brɪtɪʃ/ brytyjski  
 **China** /'tʃaɪnə/ Chiny  
 **Chinese** /tʃaɪ'ni:z/ chiński  
 **France** /fra:ns/ Francja  
 **French** /frentʃ/ francuski  
 **Italian** /ɪ'tæliən/ włoski  
 **Italy** /'ɪtəli/ Włochy  
 **Poland** /'pəʊlənd/ Polska  
 **Polish** /'pəʊlɪʃ/ polski  
 **Spain** /speɪn/ Hiszpania  
 **Spanish** /'spæniʃ/ hiszpański  
 **the UK** /ðə ,ju: 'keɪ / Wielka Brytania  
 **the USA** /ðə ,ju: es 'eɪ/ Stany Zjednoczone

**Bye now!** /'baɪ nau/  
 Do zobaczenia!  
 **family album** /'fæməli ,ælbəm/  
 rodzinny album ze zdjęciami  
 **Help!** /help/ Pomocy!  
 **hungry** /'hʌŋgri/ głodny  
 **in the photo** /ɪn ðə 'fəʊtəʊ/  
 na zdjęciu  
 **name** /neɪm/ imię  
 **No idea.** /,nəʊ aɪ'dɪə/ Nie mam pojęcia.  
 **Sorry.** /'sɒri/ Przepraszam.  
 **superhero** /'su:pə,hɪərəʊ/  
 superbohater  
 **What about you?** /wɒt ə'baut jə/  
 A co z tobą?  
 **You're right.** /,jɜ: 'raɪt/ Masz rację.

## LESSON 1.4

### Introductions Przedstawianie

**He is my classmate.** /hɪ ɪz maɪ 'kla:smeɪt/ To mój kolega z klasy.  
 **He is my friend.** /hɪ ɪz maɪ 'frend/  
 On jest moim przyjacielem.  
 **Hello, Lucas.** /hel'əʊ lukəs/  
 Cześć, Lucas.

**Lucas, this is my mum.** /lukəs ðɪs ɪs maɪ mʌm/ Lucas, to jest moja mama.

**Mum, this is Lucas.** /mʌm ðɪs ɪs lukəs/ Mamo, to jest Lucas.

**Nice to meet you.** /naɪs tə mi:t jə/  
 Miło cię poznać.

**Nice to meet you too.** /naɪs tə mi:t jə tu:/ Ciebie także miło poznać.

**bag** /bæg/ plecak, torba

**famous** /'feɪməs/ sławny

**film star** /fɪlm stɑ:/ gwiazda filmowa

**kids** /kɪdz/ dzieciaki

**Let's go.** /lets 'gəʊ/ Chodźmy.

**neighbour** /'neɪbə/ sąsiad

**pop star** /pɒp stɑ:/ gwiazda pop

**sports person** /spɔ:ts 'pɜ:sən/  
 sportowiec

## LESSON 1.5

### Places Miejsca

**at a party** /ət ə 'pɑ:ti/  
 na przyjęciu  
 **at home** /ət 'həʊm/ w domu  
 **at school** /ət 'sku:l/ w szkole  
 **in the garden** /ɪn ðə 'gɑ:dn/  
 w ogrodzie  
 **in the park** /ɪn ðə 'pɑ:k/ w parku  
 **on holiday** /ɒn 'hɒlədeɪ/  
 na wakacjach

**favourite** /'feɪvərət/ ulubiony

**great** /greɪt/ świetnie

**I'm four.** /,aɪm 'fɔ:/ Mam cztery lata.

**near** /nɪə/ blisko

**She's fun!** /ʃɪz 'fʌn/ Ona jest fajna!

**too** /tu:/ też

## LESSON 1.6

**interesting** /'ɪntrəstɪŋ/  
 interesujący

**International Friendship Day**

/ɪntənəʃjənəl 'frendʃɪp deɪ/  
 Międzynarodowy Dzień Przyjaźni

**spell** /spel/ literować

## VOCABULARY

1 In your notebook, complete the family words. What seven other family words do you know?

- 1 g r a n d a d
- 2 g r a n n y
- 3 u n c l e
- 4 a u n t
- 5 m u m
- 6 d a d
- 7 c o u s i n
- 8 s i s t e r
- 9 b r o t h e r

2 Choose the odd one out. Write the answers in your notebook.

- 1 a Chinese      b Spain      c the UK
- 2 a the USA      **b** Italian      c the UK
- 3 a France      b Poland      **c** American
- 4 a Spanish      b British      **c** China
- 5 a French      **b** the USA      c Polish

1 a Chinese

3 Look at the pictures. Choose the correct answers. Write them in your notebook.

1



- a in the park
- b** at school
- c in the garden

2



- a at home
- b on holiday
- c** at a party

3



- a** on holiday
- b at home
- c in the garden

## GRAMMAR

4 In your notebook, write sentences with possessive 's.

- 1 Luke / cake      It's *Luke's cake*.
- 2 Granny / birthday      It's *Granny's birthday*.
- 3 Megan / son      Jason is *Megan's son*.
- 4 Dad / sister      Megan is *Dad's sister*.

5 Read and complete Maria's profile with *am*, *are* or *is*. Write the answers in your notebook.



### My name's Maria.

I <sup>1</sup> *am* thirteen.  
I <sup>2</sup> *am* from the USA.  
My best friend  
<sup>3</sup> *is* Isabel. Her family  
<sup>4</sup> *is* English.  
We <sup>5</sup> *are* classmates.  
Her two brothers  
<sup>6</sup> *are* my friends too.

6 Match sentence beginnings 1–5 to endings a–e. Write the answers in your notebook.

- |                   |                            |
|-------------------|----------------------------|
| 1 Jane's best     | a your schoolbag.          |
| 2 Your brother is | b George is eleven.        |
| 3 It's my         | c friend is her neighbour. |
| 4 That isn't      | d in my class.             |
| 5 His cousin      | e birthday today!          |

1 c    2 d    3 e    4 a    5 b

7 In your notebook, write negative sentences. Which sentences are true for you? Tell your partner.

- 1 I'm fifteen. *I'm not fifteen.*
- 2 My best friend is my cat. *My best friend isn't my cat.*
- 3 My brother's name is Ben. *My brother's name isn't Ben.*
- 4 We're at home. *We aren't at home.*
- 5 It's my birthday. *It isn't my birthday.*
- 6 My neighbours are my classmates. *My neighbours aren't my classmates.*

## Emily's blog



Hi! My name's Emily and this is my favourite photo. This is my family: mum, dad, granny, grandad, my brother and me. We are British. We are from Brighton in the UK. We aren't on holiday, we are at a party in my grandfather's garden. Grandad is sixty years old in this photo. His name is Tom and he's my dad's father. My brother's name is Jake. He is my best friend! I'm ten in this photo, and he is seven. The birthday cake is a present for my grandad. We are ready for the cake! We're very happy!

### PRONUNCIATION

8 1.31 Listen and repeat: /v/ or /w/?

It's **V**icky's **brown** dog **V**incent and **W**ill's **w**hite cat **V**anda!



### DICTIONATION

9 1.32 Listen to the recording. Write the sentences in your notebook.

### SPEAKING

10 Complete the dialogue with the words in the box. Write the answers in your notebook. Then act out the dialogue with two friends.

Nice this meet this

Jamie: Mum, <sup>1</sup>this is my friend, David.  
David, <sup>2</sup>this is my mum.

David: Hello, Mrs Smith. <sup>3</sup>Nice to meet you.

Mum: Nice to <sup>4</sup>meet you too, David.

### READING AND WRITING

11 Look at the photo. Where are the people?  
*In the garden.*

12 Read the text. Find Tom in the photo.  
*Tom is the man in the blue hat.*

13 Read the text again. Complete the sentences with one word. Write the answers in your notebook.

- Emily's family is *British*.
- They are at a *party*.
- Emily's *grandad* is sixty in this photo.
- Jake* is Emily's best friend.
- In this photo, Jake is *seven* years old.

14 In your notebook, write six sentences about yourself and your family.

### LISTENING

15 1.33 Listen to the recording. Are the sentences true or false?

- Rose is Jim's sister. *true*
- Paul is ten years old. *false*
- The birthday cake is for Alex's mum. *true*
- Uncle Mark and Alex are at school. *false*
- Peter is Ana's cousin. *false*
- Ana is from Spain. *true*


### Check yourself!

- ✓ Potrafię opowiadać o swojej rodzinie.
- ✓ Potrafię stosować czasownik *to be* w zdaniach twierdzących i przeczących.
- ✓ Potrafię rozmawiać o krajach i narodowościach.
- ✓ Potrafię przedstawiać kolegów i koleżanki swoim rodzicom.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne na temat rodziny i przyjaciół.
- ✓ Potrafię napisać krótki tekst o swoim najlepszym przyjacielu.

1 Look at the map. Name countries 1–3 using the words in the box. Write the answers in your notebook.

the UK   the USA   Australia



2  1.34 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check. *English.*

**The UK** The capital city of the United Kingdom, or UK, is London. The UK is four different countries: England, Wales, Scotland and Northern Ireland. There are about 65 million people in the UK and English is the official language.

**The USA** The USA is short for the United States of America. The capital of the USA is Washington. There are 324 million people in the USA. They speak English but about 37 million people speak Spanish too.

**Australia** 24 million people live in Australia. Its capital city is Canberra and Sydney is its biggest city. Most people speak English in Australia. Here's an interesting fact: when it's winter in the UK and the USA, it is summer in Australia.



3 Look at the map and read the text again. Read tasks 1–6 and follow the instructions.

1 Which is the Australian flag?



- 2 Complete the sentence in your notebook.  
Scotland is in *the UK*.
- 3 In your notebook, number the countries from 1 to 3 (very big, big, small number of people).  
a The UK **2**  
b The USA **1**  
c Australia **3**
- 4 Is this sentence true or false?  
Christmas is in the summer in Australia. **true**
- 5 Choose the correct answer. Write it in your notebook.  
Sydney is in Australia / the USA.
- 6 Complete the sentence in your notebook.  
Many people speak Spanish in *the USA*.

4 **1.35** Listen. In your notebook, match names 1–4 to sentence endings a–d.

- |                  |                      |
|------------------|----------------------|
| 1 Erin <b>c</b>  | a is from the USA.   |
| 2 Peter <b>a</b> | b is from Australia. |
| 3 Ollie <b>b</b> | c is from Leeds.     |
| 4 Mary <b>d</b>  | d is from London.    |

5 **1.35** Listen again. Choose the correct answers. Write them in your notebook.

- 1 Leeds is in England / the USA.
- 2 Peter speaks English and Italian / Spanish.
- 3 Ollie's city / country is very big.
- 4 Mary is in London / New York now.

6 Say three facts about the UK, the USA or Australia for your partner to guess the country.

- A: *The capital city is Canberra.*  
B: *It's Australia!*

**Further practice**

- Get Culture! video – Workbook, page 88
- Video script – Teacher's Book, page 144

# PROJECT

**More**

- Project Worksheet, page 189

• Work in four groups. Prepare a digital presentation about one of these countries.

- The Republic of Ireland
- New Zealand
- The Republic of South Africa
- Canada

• Find information about the country. Use these questions to help you.

- How many people live in this country?
- What is the capital city? What are other big cities?
- What language(s) do people speak there?

• Add a map of the country, its flag and photos of important and/or interesting places.

• Share your presentation with the class.

